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ABSTRACT

This monograph is part of a series disseminated by the Florida Institute of Education for the purpose of summarizing and describing collaborative progams and activities among the different levels and sectors of education. The mission of the institute is to plan and develop such activities in support of the improvement of public education. Seven papers given at the 1984 conference on the Future of Colleges of Education are presented: (1) "The Teaching Profession as a Human Enterprise" (Ernest L. Boyer); (2) "Universities as Catalysts for Change" (Barbara W. Newell); (3) "The Future of the Teaching Profession in Florida" (Bob Graham); (4) "The Agenda is Excellence" (Michael Timpane); (5) "Effective Schools of Education: The Missing Link in School Reform" (Bernard R. Gifford); (6) "Snapshots of Educational Excellence" (Sue McKibbin); and (7) "Challenges for the Future of Colleges of Education" (David G. Imig). (JD)

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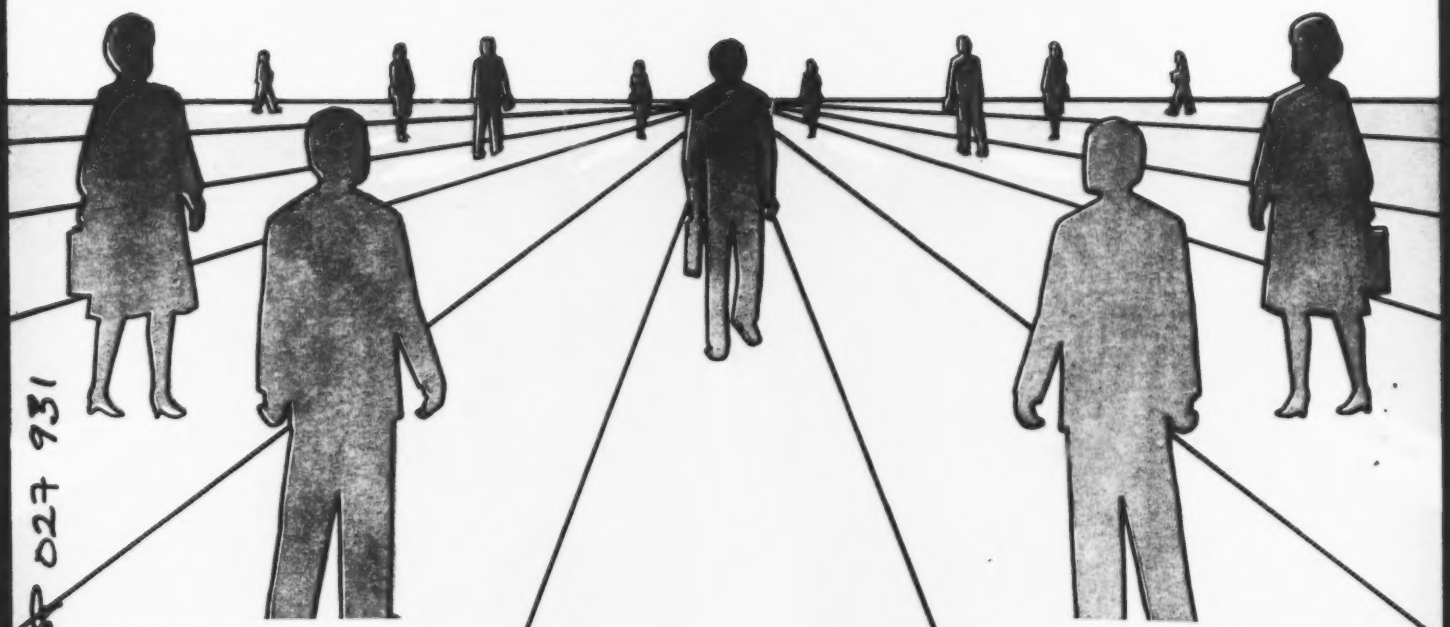
Proceedings of the 1984 Conference on the Future of Colleges of Education



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Proceedings of the 1984 Conference on the Future of Colleges of Education

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SEPTEMBER 1984

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Andrew A. Robinson
Director
Florida Institute of Education

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INTRODUCTION

The State University System of Florida has been involved for the past two years in a major review of the role of Florida's universities both in preparing teachers and in working with school districts to upgrade the quality of public education.

To complement those efforts the Florida Institute of Education has continued to disseminate monographs summarizing and describing collaborative programs and activities among the different levels and sectors of education. This monograph is a part of that series and the larger charge of the Institute to plan and develop such activities in support of the improvement of public education.

The Master Plan of the State University System designates teacher education as a critical issue for the decade and emphasizes that the improvement of teacher education and the improvement of the public schools go hand in hand. Resources of the public schools, community colleges, and universities must be joined in a collaborative effort to provide a comprehensive strategy for excellence.

As part of its plan for enhancing teacher education and fostering greater university collaboration with public schools, the Florida Board of Regents and Florida Institute of Education sponsored a Select Invitational Conference on the Future of Colleges of Education September 24-25, 1984, in Tampa.

Governor Bob Graham, who has championed many of the educational reforms implemented within the State, spoke at the Conference. The keynote speaker was Dr. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, former U.S. Commissioner of Education and author of *High School, A Report on Secondary Education in America.*

Plenary sessions were conducted by the following:

Dr. Bernard Gifford, Dean of the Graduate School of Education, University of California, Berkeley. Dr. Gifford shared with the conference participants the tremendous debate that occurred over the future of Berkeley's School of Education.

Dr. David G. Imig, Executive Director of the American Association of Colleges for Teacher Education. The American Association of Colleges of Teacher Education (AACTE) sponsored the National Commission on Excellence in Teacher Education which examined the quality of teacher preparation in the nation.

Dr. Sue McKibbin, Research Consultant, McKenzie and Company. Dr. McKibbin works with Bob Waterman, co-author of *In Search of Excellence.* She spoke on the application of the concepts of *In Search of Excellence* to education.

Dr. Mike Timpane, President of Teachers College, Columbia University. Dr. Timpane spoke from the view of a well-entrenched graduate College of Education.

Reactor panels comprised of state policy makers responded to each presentation. Conference participants included, among others, the Governor's Office, Board of Regents, the Commissioner's Office, State Legislators, University presidents, vice-presidents, deans and faculty members.

Following the conference, the State University System conducted a systemwide review of the Colleges of Education and Teacher Education programs, using external reviewers and a carefully developed set of evaluative criteria. This report is due for completion and acceptance by the Board of Regents during the summer of 1985.

THE TEACHING PROFESSION AS A HUMAN ENTERPRISE
(Keynote Address)

It has been about 17 months since the National Commission on Excellence in Education announced that the nation was at risk and declared that we had unilaterally disarmed. About 12 months later, the President of the United States assured us that suddenly—just in time for the national election—the nation's public schools are being fixed.

After concluding our own coast to coast *High School* study, it was my own conviction that the schools are not as bad as the hyperbole would suggest. I also developed the deep conviction that the nation's schools should not only get F's but A's as well. And I concluded that most school critics could not survive one week in those schools and classrooms they so eloquently condemn. And further, I concluded that in some communities, the public schools are the most stable, not the least stable institutions to be found.

Several weeks ago, Benjamin DeMott writing in the *New York Times* talked about what he called the "Killer Decade of the 1960's." Every institution in this nation was being battered and abused. There were assassinations, riots in the streets, and a loss of confidence in our most cherished institutions. Still, during that decade the nation's public schools opened their doors and served 50 million children every day. To me, that is a miracle for celebration and an act not to be condemned.

During the decade of the 1960's, I happen to have been in higher education. I was locked in and locked out of office, I was shouted down by students, I was trying to control riots on the campus, and I must confess to you, that in the dark hours before dawn, it did not occur to me to check the SAT's. Indeed having spent several years in Washington, D.C., I have at times wished that I had an SAT score on the Congress; on the nation's courts, which Mr. Burger tells us are in shambles; and on the medical profession, which I think is much sicker than education. And coming perhaps even closer to the issue we confront today, I wish I had an SAT score on the nation's families and homes. The simple truth is that a report card on the nation's schools is a report card on the nation; and increasingly we expect schools to do what homes, communities and churches have not been able to accomplish.

While on the one hand we condemn the schools, it is to them we come when the nation is imperiled. I am suggesting as an introduction to this conference, that it is time to recognize that the public school is a connected institution and that we cannot have an island of academic excellence within a sea of indifference and neglect. Our solutions to the issues lie far more outside the classrooms and the schools of education than within.

Ernest L. Boyer, President of the Carnegie Foundation for Advancement of Teachers, Princeton, N.J.

If I read correctly the historyof this nation written most eloquently by Larry Cremin, I am impressed that from the very first Americans have had an almost touching faith in education. I am intrigued that about 130 years before the Declaration of Independence, the Massachusetts Bay Colony passed a law requiring every town or village of 50 or more souls (that is what they were back in those days, which meant white men who owned property—others were non-souls) at public expense to hire a school master to teach the children to read and write.

A 100-plus years before we were a nation, if only in fragmented fashion and perhaps to the most advantaged, at least the seeds of interest in and commitment to public education had been planted. But on the other side of the equation is a double irony that while we have always had this love affair with education, we have been enormously ambivalent about teachers. Dan Lortie of the University of Chicago, in a classic and impressive work called *School Teacher*, put it simply when he wrote that

> Teaching in this country is at once honored and disdained, it is praised as dedicated service, and lampooned as easy work. A real regard for teachers has never matched professed regard.

I read recently of a rural Nebraska school about a century ago. The writer said that the first teacher of the school was run out of town by boys who used stones as weapons of assault. He said the second teacher met the same agony. But when the third teacher soundly thrashed one boy and then the father of another, the reign of terror ended. Still the writer concluded that many of the fellows of the school considered the teacher public enemy number one.

For most of our history, pay for these public enemies has been very poor. The nation has been ambivalent about the status and the commitment we assigned to teachers. Glamour and inspiration were reserved for other professions. Like clergy, they were expected in pious fashion to live in poverty and be rewarded in the life to follow.

A nineteenth century New England teacher wrote that teachers were boarded in the family of the pupils. Compensation varied from seven to eleven dollars a month for male teachers and from sixty-two cents to one dollar a week for female teachers. "A strong prejudice existed at that school against employing the same instructors more than once or twice," and, he went on to say, "I have not been able to ascertain the exact number of different instructors that we had at this school during the past thirty years, but," he said, "I can distinctly recollect thirty-seven."

I am startled that there were thirty-seven teachers in just thirty years and that this man could distinctly remember all of them.

After talking to thousands of teachers from coast to coast, we concluded in the Carnegie report on secondary education that the basic problem is not teacher education, not salaries, not merit pay. The basic problems in my view are depressing working conditions and lack of respect and insufficient recognition and reward. I mean by that too many students, too little parental backing, too much paper work, too little time for preparation, too many mindless interruptions. And if we are genuinely interested in strengthening this profession, we must understand that it is a human enterprise, and it will be made vital only as a sense of dignity and empowerment is felt by those who meet with children every single day. I am often asked as I go around the country, "How can we get rid of bad teachers in the schools?" My response is simple. I say, "The first question is: How do we reward the good ones?"

Institutions are not made healthy by focusing on the bad; they are renewed by focusing on change. When the focus is on failure, you are spiralling downward institutionally because the inspiration and spirit have been lost. About every month I visit one of the most distinguished newspapers in the world. As I walk onto the third floor of that distinguished institution to see the education writer, I am impressed that always on the bulletin board there are pictures of six reporters. On top is the slogan "Publisher's Reporters of the Week." Below, it says that reporter X has a superb story and summarizes it. Then, it says "Publisher's reward $250 (or $300 or $350)." I have never yet—and I have gone there for a dozen years or so—seen on the board "The Failures of the Week" or "The Stupid Stories of The Week;" the *winners* are always cited.

I am suggesting that it is a simple human observation that we can renew education as we renew people. It has to start in the classrooms and with teachers who have performed excellently every day.

Unless states and local districts find a way to give as much attention to renewal as to regulation, this reform movement will never survive. And now what I am about to say, I say with absolute seriousness and conviction, although it may strike you as trivial at first. I concluded after my own study of schools that the PA system has become a symbol of all that has gone wrong in public education. I can't tell you how offended I feel to be in classrooms while the idiot box barks out its interruptions without warning in the midst of what I call a most sacred process of teaching children. It is a climate which would cause faculty on a college campus to walk out in thirty minutes and declare a strike until the PA system was unplugged and the teacher was at least given the dignity to continue the lesson he or she is teaching. I was in a class where the announcements interrupted three times in fifty minutes, including the fact that Jim's lunch money had now arrived.

I can only say that until the colleges and universities of this country start applauding teachers and recognizing schools and speaking respectfully of the twelve years that precede them, we should stop giving speeches and have a moment of reverential silence to figure out what constructively we can do.

I was ranting about this about a year ago with Father Healy, the president of Georgetown, and Healy told this story. That preceding Fall he checked the enrollments at Georgetown and discovered 15 students enrolled from an outstanding public school in New York City. Intrigued that 15 had come to Georgetown, he had called them to his office for the day. Near the end of the encounter he asked them, "Could you agree on a teacher who had been absolutely superb during your time in high school?" After a moment's caucus, they presented a name which everyone enthusiastically endorsed. After confirming with the school principal that the person had taught there for 17 years and was outstanding, Father Healy called the teacher at his home and introduced himself, "I am Father Healy, President of Georgetown." He said, "I am pleased to announce that Georgetown would like to give you an honorary degree next Spring for the contributions you have made." Next Spring the man arrived with his family, and after they had given honorary degrees to about four duffers, he said, "I am going to introduce this teacher who helped make Georgetwon what it is today." Father Healy said he couldn't have guessed the response, which was spontaneous applause. For one fleeting moment the students reflected on the teachers they had had; parents reflected on the fact that they should perhaps support the public schools; and faculty reflected on the fact that education did not necessarily begin with them.

I am not suggesting that every college should award honorary degrees to teachers, although I don't see why not. It seems they are awarded casually to others. Teachers can be heroic, too.

I conclude that if we want to have better teachers for the nation's schools, I think our colleagues from higher education must look carefully at the climate on the campus and understand that you cannot have schools of education attracting gifted students if the departments up and down the street are suggesting—in signals both overt and covert—that teaching is only for the losers.

I should like to say more about the education of the teacher.

First, how did we get where we are? For the first hundred years or so there was no such thing as teacher education. It was assumed that almost anyone could teach. Teachers were often local farmers' wives, occasionally were itinerant teachers who were young boys or girls with a few years of education who passed their knowledge on to those who were still younger, or occasionally were older. It is true, of course, that Harvard graduates were available to teach at Boston's Latin Grammar School. It is true that wealthy planters were often able to pay skilled tutors to teach their sons as well as their daughters. It is also true that such giants as Thoreau and Emerson and John Adams began as teachers. However, I am suggesting that you should not romanticize the past. It is my view that teaches have not gotten worse but are much better than they were before. It is only that the expectations and the mandates have increased.

The truth is that in those days teachers were often capriciously hired and replaced. Most teachers had little formal education and the system was not only non-

professional, occasionally it was corrupt as well. By the end of the 18th century, Germany, which became the educational model in so many ways, had developed a network of teacher training schools. By 1832, France had its own system called the Normal School and this is where we borrowed our term.

The first American Normal School was established in 1839 in Lexington, Massachusetts; and the goal was to prepare young women to teach in the elementary school. Katherine Beecher, a central figure in that school, backed incidentally by Horace Mann—the most talented giant in public education this nation has produced—felt that women had a special gift for teaching children. This conviction that teaching was women's work has left a powerful impact on American education as well as on the public vision of the role of teachers in the culture.

Following the Civil War there was a stirring of teacher training in America. In 1873 the University of Iowa established the first permanent chair of Pedagogy to prepare teachers. The University of Michigan followed in 1879. The logic behind upgrading teacher training was well expressed in 1889 by B. A. Hinsdale, a University of Michigan professor, who said:

> Why should an institution that exists for the sake of investigating the arts and sciences leave its own peculiar art—teaching—neglected and despised? To practice the art and refuse to cultivate and teach the science of teaching, is little more than rank empiricism.

Well, the idea of teaching as a profession had taken root, but it did not flourish then and has not flourished since. By 1900 the vast majority of elementary teachers still had neither a university nor a normal school education. Teachers were still frequently hired for reasons that had nothing to do with their knowledge or their skills with children. Teacher examinations were often oral and the questions often sounded like a game of Trivial Pursuit.

At the turn of the century civil service reform swept the nation and states began to certify their teachers. By 1925, twenty-one states required both graduation—not from college but from high school—and professional training for certification. This pattern of certification has now become almost universal. We have accepted two ideas: that one can be prepared to be a teacher; and second, that the states have an obligation to check the competence of teachers—an idea that is challenged by hardly any one except private schools.

This then brings me to the central question of this conference. What do we mean when we say we will educate the teacher? What statewide requirements should be imposed?

Let me make it very clear that as far as I know there is no single formula for teacher education. There are many variations on this theme. I must say another thing which I say not toward contention but as carefully as I can. During our high school study I read all the literature I could find and I was unable to locate any study that established a clear connection between a given program and the competence of teachers. And I say as openly as I can and with as much urgency that if those assembled here have seen examples at the national and state and local level, I genuinely would like to know it; only because I think that it can help to give us guidance as to direction for the programs and the days ahead. Still I have to put my own conviction, based on common sense, on the line. The process of teacher preparation is more than random chance. And so, in the Carnegie Report we identify five important steps for teacher preparation that I shall summarize very briefly.

First, teacher education admission standards should be raised. Here I must say, in my view, the State of Florida has been exemplary in its conviction on this point. For far too long, education has taken almost anyone who comes. In the Carnegie Report we say that students should be admitted to teacher education at the beginning of the junior year. That issue perhaps is worthy of debate. We also say that only students who have a cumulative grade point average of B or better and who have two strong recommending letters from their college teachers should be enrolled. Some argue that higher standards will mean fewer teachers. I think we cannot simply settle for keeping up numbers if we know incompetence is there. But there are in fact straws in the wind that precisely the opposite may occur. Our colleagues at the University of Kansas reported soon after they introduced a five year program with higher standards that the students' interest had increased rather than declined. Even so, let me add a footnote at this point. I believe that you cannot remain passive on this point and simply raise the standards without recruiting students. And here I again applaud the document I read from Florida with the emphasis on recruitment aggressively defined. The point is that future teachers are in schools and colleges today. What are we doing to attract and recruit and encourage our gifted students to consider teaching?

I am suggesting that students in the schools and colleges are ready to be advised regarding options and someone should be saying that they are "good enough to be a teacher." Two weeks ago I was in San Antonio, Texas, at Trinity University. At a reception at the President's house that night I was introduced to 17 high school juniors who were called Breckenridge scholars. Breckenridge Foundation wanted to do something to help public schools. They gave Trinity a grant with the stipulation that it be used to provide four-year scholarships to Trinity for students who agreed to teach three years in San Antonio public schools—provided that they were outstanding students. These 17 were in the top three percent of their high school class. They were the most exciting group of students I have seen in a long, long time. More than that, Trinity is bringing them to the campus for outstanding events, including the reception at the house of the President, saying, in effect, "You are the future and you are good enough to be a teacher."

I am weary of the headlines that incessantly remind us that teachers somehow are failing, instead of giving the signal to the students that they can do the job. And, incidentally, while I am on this subject, I wish we had national leadership on this point as well. The report that was submitted by the national commission was entitled, "A Nation At Risk." It wasn't a state at risk, it wasn't a

local school district, it was a nation at risk. One would think that would call for at least a modest national response—instead of "Tennis, anyone!"

I am supporting Congressman Widen's Talented Teacher Act, which has already passed the House. The Talented Teacher Act simply says that on a national level there would be scholarships for gifted students, with the understanding that they would have to teach for several years in public schools. It is only a small amount considering the total need, but all I can say is the nation also runs by symbols. And unless you want the only symbol to be putting a teacher in orbit, I would suggest that a program for gifted young people would be an inspiration; and I do believe there is altruism out there to be tapped.

Second, we say in the Carnegie Report that we should have a five-year teacher preparation program. I don't want to be hung up on the numbers or months. On the other hand, it is inexplicable to me that most professions require five to seven years of training while education still tries to do it all in four.

Here is what I suggest the five-year program might include. We do suggest a two-year program of carefully designed general education courses. While I am supportive of math and science, I believe that it is confusing to specialize with the generalized problems of this nation. Not all students are going to grow up to be scientists and engineers; but they are all going to grow up needing to be linguistically proficient, needing to have a civic literacy as well, understanding humanities, and having some sense that our problems are not just national but global. I think every high school and elementary teacher should have a non-Western course to become familiar with another people, develop empathies and understandings that go beyond the shores. The ignorance that I have seen among our students regarding world affairs and other cultures is to me not just scandalous, it's frightening; because in the end we in our interdependent world will either survive together or we won't survive at all.

The five years would also include a special major—other than education—so that the teacher would become proficient beyond the general education core in what is going to be taught in the classrooms of tomorrow. The fifth year of the professional program, as I see it, would include a period of intern teaching. In the end the skills of teaching that are called pedagogy are perhaps best learned with the mentor, who is wise and can guide and critique the events of everyday. I suggest a series of graduate seminars as well, closely linked to the classroom with the mentor. I also would expect every teacher to have a course in writing.

In the Carnegie Report we also urge that teacher certification be divorced from teacher training. For most states, colleges not only recruit future teachers but admit them into the program, teach and grade them, then approve them for certification. If education is to achieve full status as a profession, we need to have a separate board of admission for credentialing that would include classroom teachers and colleagues from universities and that could operate somewhat more dispassionately. The problem is, of course, what are the criteria you use to assess the teacher?

I know that the task of assessment is difficult, but I refuse to believe that there is no way to judge the professional competence of our teachers. Several years ago I couldn't sleep, so instead of counting sheep I counted all the teachers I had had. There were a few nightmares to be sure, but I did then reflect on the four or five teachers that I felt were genuinely outstanding. And I asked, why did I think they were great? I thought of three characteristics that applied to every one. First, they were knowledgeable about their subject—that is, they had information to convey. Second, they communicated at a level the student understood. Third—and this is perhaps most troublesome when it comes to training—they are friendly human beings who convey a sense of integrity and believability as well. It occurred to me as I thought of those three characteristics of great teachers I have had that those three characteristics would be increasingly difficult to teach. Yes, you can teach knowledge, that is, information one might convey. It is a little more difficult, I think, to teach methods of communicating but I think it can be polished. I guess as long ago as Plato philosophers were wondering if virtue could be taught. I think also that while those three characteristics are most difficult to teach, they are more difficult to test. We can test the information that the teacher has on paper. I don't think there is any way to test the skills of communicating with a pencil and paper test. Nor do I think it possible to capture the integrity of the person. It is for that reason that I am terribly uncomfortable about the use of paper and pencil tests as a device to measure excellence in teaching.

Finally, we suggest what I guess we call a part-time professional arrangement. I wonder if we are seeing a rather dramatic change in teacher education and in the profession itself; so that the notion of life-long teachers, at least in certain fields, may be replaced by a shorter contract which will permit teachers to move freely: a beginning graduate who desires to have several years in the public schools, the mid-term person who might wish a change of pace, and retirees who could bring enrichment, too. All these arrangements, I believe, call for special credentialing procedures.

I believe the profession can be strengthened, but within the professional program that we call education. I am suggesting recruiting, higher standards for admission, a five-year program that has elements of general education, special and graduate study with much classroom work blended in, a new credential procedure that is periodically renewed, life-long learning for the teacher—which I hardly mentioned—and a new part-time professional arrangement.

Now, as a kind of final reflection I should like to put these procedures into perspective. I am convinced that we should push for better teachers not out of mere sentiment or tradition but because, as I have already hinted, teachers can change a life forever. It is the only question in the end that matters about school renewal.

I wish to pay homage to my own first grade teacher, Miss Rice. About a hundred years ago my mother and I walked to school together and on the way I asked her if I would learn to read that day. She said, "Oh, no, not today, but you will by the time the year is out." I have

often thought that children go to school to learn to read because they want to break the adult code and figure out what those secrets are about. My mother didn't know Miss Rice, who stood in the classroom half human and half divine. Incidentally, for months I assumed that she ascended into heaven at night and each day descended into the classroom. Adding to the mystique, incidentally, she was called a maiden lady. It was against the law in Ohio to be married and teach in public schools in 1910. I heard that that law had something to do with not mixing business and pleasure—I never fully understood. After a pregnant pause, Miss Rice said, "Good morning class; today we learn to read." Not one student said, "Not today, let's string beads." If Miss Rice said you learn to read, you learn to read. We spent all day on four words, "I go to school." She worked out a little prayer, "Dear God, I go to school." I did hear incidentally, the one prayer that is acceptable to all faiths: "Dear God, don't let her call on me today." But I ran home that night about ten feet tall, and I took this paper from my pocket and said proudly to my mother, 'Today, I learned to read." Well, I had not, of course; I learned to memorize.

It fascinates me to think that on that first day Miss Rice said that reading and language go together. She didn't know that fifty years later in Tampa, Florida, that phrase would still be haunting me. Here I am talking about education; and I still think perhaps the most important formula for school would have every child on his or her first day of school hear some teacher say, "Good morning, class, today you will learn to read."

Finding ways to acknowledge the importance of the teacher—which sounds so simple—can be lost in rules and regulations. Above all, I think we want better teachers to help all our children and not just the privileged few.

About three months ago Bill Buckley interviewed Mortimer Adler on "Firing Line." Toward the end of the program, Buckley asked, "What makes you think all children can learn?" Mortimer Adler, never at a loss for words, stuck his finger in Bill Buckley's face and said, "Well, I'll tell you something, Bill," he said, "I am not sure all children can learn; but on the other hand, you are not absolutely confident they can't. I'd rather live by my hope than by your doubt." And I felt that is probably what this debate is all about.

I do not have clear and final answers to the issues. I only say that at the moment this nation starts shaping public policy based more on doubt than hope, I think that is the moment the nation is in peril. James Agee said on more than one occasion that "with every child who is born under no matter what circumstance, the potentiality of the human race is born again." I believe that this is a most important conference, not just as we focus on the procedures of teacher education, but because I believe in the end our work is focused on the potentiality of children and it is for that reason that you want me to be with you tonight.

UNIVERSITIES AS CATALYSTS FOR CHANGE
(Welcome)

Education is a necessary ingredient for quality of life and maybe even survival. Its value as a key for economic development and a method for achieving democracy and social justice certainly has been a basic assumption of the State of Florida's leadership for quite a while. And although there are many here who have lived through and helped shape the history of educational change in Florida, I think we might do well to reflect on some high points of those changes to see where today's conference fits in the montage of educational reform.

We are the State which has pioneered in the area of competency testing—for K-12, college sophomores, and teachers. We are the State that set and then raised high school graduation requirements, lengthened and intensified the school day, and is developing a Merit Pay plan. The State University System has been an active part of this reform and has a great deal at stake in improving K-12, both as citizens of the state and also with the institutional self interest of those receiving students from the public schools. Universities have been active catalysts for change; and our agenda today is about how we can be even more effective.

As early as 1981, the Board of Regents established a task force to look at relationships among educational sectors. Among task force recommendations was an emphasis on training for principals and increasing collaboration of K-12 and the University system. As a result, two institutes were established. One, the Florida Academy for School Leaders, through collaboration of DOE, school districts and the university system, has worked on training and evaluation programs for principals. Second was the Institute of Education, which has tried to intensify collaborative efforts of all sectors of education. As I introduced Dr. Robinson, I noted that this conference is itself a collaborative effort of the Board of Regents and the Institute of Education.

The Institute of Education presently is taking Gadsden County schools as a focus for FSU and FAMU to initiate and evaluate programs for educational change and social service implications on educational delivery systems. The Institute has been working on a very special study of the high dropout rate among black males. The Institute has in place 10 model student academic advising programs and is establishing conversations between teachers of the same discipline so that expectations and problems may be shared. For example, in Duval County, English teachers in public schools, community colleges, and universities have sat down to actually see what is happening in the classrooms and how it might be improved. It is our expectation that the Institute of Education may assist the State in evaluating experimental programs, sharing that which has been effective and acting as a catalyst for change.

Another catalyst for change has been revision of University System admission requirements. In 1981 the BOR established minimum entrance requirements for college—4 years of English; 3 of math; 2 of science, one of which is a laboratory science; and one year of social science. The Legislature has now added 2 years of foreign language. As the California experience shows, entrance requirements do impact the courses students are apt to take in high school. When California entrance requirements were relaxed, students took fewer courses. We hope the reverse will be the case as we increase our course requirements.

In addition to building links between the public school system and the university system and trying to impact high school training, the presidents of all 9 state universities have, during the past 3 years, placed their schools of education under very careful review. Special emphasis has been placed on out-reach of schools of education to their service areas and improvements in the training for prospective teachers. Much has been happening on campus. Just a few examples: the University of Florida put in a 5-year degree, eliminating their undergraduate degree in education. FAU restructured and simplified their education school. These and other experiments are summarized in the monograph entitled *University-Public School Collaboration*, which you received as you arrived at this conference.

After 3 years of innovation and experimentation, it seems appropriate to evaluate what has taken place against national trends and research in education. So it is that we have come together here in Tampa. We have invited as stimulating a group of mavericks as we could find in the field of education from outside the State of Florida and balanced those with policy makers within the state. From this discussion we hope to be in a better position to evaluate our existing state teacher education programs and experiments and set priorities for future resource allocation.

Barbara W. Newell, Chancellor, the State University System of Florida.

THE FUTURE OF THE TEACHING PROFESSION IN FLORIDA

As the Chancellor has said, the topic that we are discussing today is one of great public interest: from ABC to public broadcast television, from new studies of effectiveness in formal training and teaching, to this week's cover of Newsweek. The profession of teaching is under intense scrutiny. As you convene this significant assembly of experts and academics, I suspect this is a time you might prefer a little less public interest in your profession and in the shortcomings of teacher education and a lot more public understanding of your frustrations and the realities under which you work.

If the shortcomings of your profession currently are more visible than your successes, don't be discouraged. You are on the leading edge of a crusade against ignorance for which Thomas Jefferson cried out in 1786 demanding, "the diffusion of knowledge among people, no other sure foundation can be devised for the preservation of freedom and happiness." As one of your fellow crusaders, I sympathize with your frustrations, I salute your accomplishments, and say that without a quality network of higher education for teachers, there can be no such thing as excellence in our schools. The same is true, however, if we make a simple change in the previous sentence. Without improvements in higher education for prospective teachers there can be no such thing as excellence in our future.

The problems which we face are all well documented; the brightest students in college today have shunned the colleges of education. The graduates of colleges of education cannot pass the National Teachers' Exam; those who pass and reach the classroom are too often not as well prepared as new teachers of a decade or two ago. Our goal as a State and yours as a State University System must be that by the 1990's or sooner, the brightest students in our universities will find the teaching profession an attractive option; that our education graduates will lead their classmates in performance on postgraduate professional examinations; and that those who begin to teach are among the best qualified in the schools they will enter. The best way to begin to make progress towards these goals is for all of us to work to solve some of the problems that are so newsworthy today.

It is not comforting to hear Albert Shanker of the American Federation of Teachers say that, "education is the only professional field where after people graduate they say they could have been better off without the training." To an extent, Mr. Shanker's statement is an accurate one. We need to face reality.

Bob Graham, Governor, State of Florida.

Raising standards of admission to our colleges of education, demanding high quality performance from those we select and high achievement levels at graduation are standards of professional accountability which are demanded of doctors, accountants, lawyers, architects and other professionals. Teachers deserve standards that are no less demanding. We have a problem which demands a strategy, the elements of which are in place in Florida. First, we must find ways to motivate the best potential teachers to choose education as a career. Two, we must do a better job of training those students while we prepare them and after they commence their professional career in education. Three, we must do a better job of keeping them professionally at their sharpest and motivating our best teachers to remain in the classroom. And finally, all the resources of the university must be used for the benefit of our public school programs. I believe in a standard to test the fidelity of a college of education or university to its real commitment to public education and that is the quality of public schools in the community in which that university is located. If the public schools in the community in which that university is located are not superior schools, it is going to be difficult to convince me that there is a real commitment by that university towards the improvement of teaching in all of our public schools.

Obviously a major financial commitment is required to make this strategy work. Floridians have made a commitment already, and according to a recent statewide poll, 2/3 of Floridians are committed to pay more taxes if those additional taxes will result in better schools. They are not willing to invest more resources, however, for more of the same. This is as true for colleges of education as it is for public schools. Fundamental changes are required in both if we are to retain public support.

As you move through your agenda today, I would like to ask you to reflect on the sense of personal optimism, hope, goodwill that brought you into the field of education as a career. You chose this profession not because you wanted wealth or fame, not because other opportunities were not available. You chose it because you believed you could make a difference and that difference is needed today more than ever. As Diane Ravitch of the Teachers' College of Columbia University wrote in her book, *The Troubled Crusade*, "In the struggle against ignorance, there have been no easy victories, but no lasting defeats. Those who have labored on behalf of American Education have seen many barriers scaled, much hatred dispelled, many possibilities remaining..."

We ask a great deal of our schools. We are the only nation which commits to educate all of its people. But to scale down that commitment, to downsize our dreams, is to diminish the American ideal. We will continue to

hold our schools accountable. Our schools will continue to hold our teachers accountable. Our society increasingly will hold our colleges of education accountable. The quality of Florida's public schools will be determined by the quality of the students you attract, the quality of the programs you offer, and the quality of the standards to which you hold your students.

Now you are completing your lengthy review of the role of Florida's universities in upgrading the quality of public education. As you look to the future to prepare new strategies, you are keeping faith with Thomas Jefferson's crusade against ignorance. Keep faith, too, with the future of Florida. Remember your personal commitment, remember what led you to teach teachers, and above all, remember that as the people who hold the future of Florida's teaching profession in your hands, you will shape the quality of the educational experience of a generation. That responsibility should leave us all with a sense of humility, a sense of optimism and a sense of urgency. No standard you could devise for your teachers is as demanding as that which you must hold for yourself.

THE AGENDA IS EXCELLENCE

It is now about a year and a half since the stream of national reports and studies on precollegiate education began to descend upon us. These reports have had a wide ranging impact on the entire agenda of education policy throughout the nation and upon the priority that education holds. The agenda is now "Excellence." We have a focus we have not had in almost a generation on curriculum requirements, standards, and content. We also have a new emphasis on the revitalization of the teaching profession. By contrast, the issues of equal education opportunity which have been so high on our agenda for the past generation have had trouble holding their own in this environment. They usually appear somewhere in the later pages of these recent reports. One must read all of the report to be assured that indeed we shall sustain equal education opportunity as we pursue excellence and not trade-off the one for the other.

The priority for education is now unquestionably high. There are, according to the Education Commission of the States, 280 state-level commissions set up to pursue one part or another of the educational excellence agenda. State of the State messages delivered by governors in most of these states in 1984 mentioned education on page one, if not paragraph one; few of these messages had that characteristic two years ago.

New monies are going into education in many states after several years of decline. Here for once education has some good fortune: the recession has ended, and many states are in relatively comfortable financial circumstances.

I believe the priority for education will remain high unless we are quite inept in the next year or two. The demographic, labor market, and economic development trends which underlie much of the political resurgence of education will stay with us for years to come. Moreover, upgrading of the curriculum and revitalization of the teaching profession are simply not issues that anyone can reasonably expect to solve in twelve to eighteen months.

In the Gallup Poll, for the past nine years public support for education had consistently declined. In one year, from 1983 to 1984, this public regard bounced back to where it was in 1975.

With the limited hindsight that eighteen months affords, the most surprising new priority to emerge is the revitalization of the teaching profession. Looking back two or three years, who could have predicted it? Teachers were widely blamed for many of the perceived imperfections and failures of the schools during the turbulent times of the '60's and '70's. It seemed that the profession was beset with woes. Professional pride and morale were low and sinking.

Dr. Michael Timpane, President, Teachers College, Columbia University.

And now, as if someone had pulled up the shade, these national reports, for all their criticism of education, plainly regard the teacher as an indispensible part of the solution and not simply as part of the problem.

What did the teaching profession look like as we entered this time of opportunity? Linda Darling-Hammond from the Rand Corporation has summed it up very aptly in an imaginary want ad:

> WANTED: College graduate with academic major, masters degree preferred, excellent communication and leadership skills required, challenging opportunity to serve 150 clients daily, developing up to 5 different products each day to meet their needs. This diversified job also allows employee to exercise typing, clerical, law enforcement and social work skills between the assignments and after hours. Adaptability helpful, suppliers cannot always deliver goods and support services on time. Typical work week is 47 hours. Special nature of work precludes fringe benefits such as lunch and coffee breaks but work has many intrinsic rewards. Starting salary $12,269 with a guarantee of $24,000 after only 14 years.

In this caricature we see a good bit of the complexity of the problems. Darling-Hammond provides a more extended analysis of how this caricature has come to be:

> This current highly educated and experienced staff is dwindling as older teachers retire and many younger teachers leave for other occupations. ... New recruits to teaching are less academically qualified than these who are leaving, and the number of new entrants are insufficient to meet the coming demand. The most academically able recruits to teaching leave the profession within a very short time. Shortages of qualified teachers in subject areas such as mathematics and sciences are expected to grow over the next few years into a more generalized teacher shortage. ... Demographic trends are provoking supply and demand inbalances for the teachers. ... Academically talented women and minorities who were once restricted to teaching as a professional option are now choosing other occupations that promise greater financial rewards, more opportunities for advancement, and better working conditions. Teachers' salaries fall well below those of other occupations that require a college degree. ... The non-pecuniary rewards of teaching have also been dwindling as teachers are increasingly viewed as bureaucratic functionaries rather than practicing professionals. Lack of input into decision-making, overly restrictive bureaucratic controls and inadequate administrative supports for teaching contribute to teacher dissatisfaction and attraction.

The litany goes on and on. The point is that this situation has been produced by the convergence of not one, but an entire field of policies—concerning salary, working conditions, professional training, school organization and administration—that have combined to create these conditions.

Now that these conditions are becoming more well known, substantial responses have begun. We see many proposals for policies that have the joint function of selecting *and* attracting appropriate persons to teach, with the awareness that neither approach can succeed alone.

In my judgment, the revitalization of the teaching profession will be the bedrock of any fundamental long-term reforms in education. Nestled in this menu for revitalization is our topic today, teacher education.

Some recommendations include:

Limit education methods courses and expand liberal arts and content courses;

Expand field involvement in program design of education courses;

Move to a five-year program or post-baccalaureate sequence;

Increase standards for admission, performance, and completion of teacher education;

Add post-program competency testing for certification; and

Provide new funds for scholarships and loans.

These ideas, unfortunately, in their present form, lack two necessary ingredients:

First, there is no systematic connection with the remainder of the education reform agenda so that the program in teacher education responds directly to possible changes in pay, incentives, and career structure, or to the need for continual lifelong professional development of teachers, or to the creation of effective school improvement strategies.

Second, they also lack any appreciation of the problems, limitations, and capacities of schools of education. We may argue about the severity and significance of any one of the problems these schools face, but these problems must be dealt with straightforwardly if any reforms are to be effective. The list of problems we must recognize and deal with includes:

(1) Severe enrollment declines and retrenchment. Twelve to 15 years ago, 25% to 30% of the entering freshmen in our colleges and universities intended to enter education. The percentage has declined to about 5% or 6% of entering freshmen today. As a result, schools and colleges of education have suffered more retrenchment than has been experienced by higher education institutions as a whole.

(2) Schools of education are usually on slim financial ration in terms of state allocation formulas. Schools of education usually have the lowest allocation formulae of any of the professional schools of the university.

(3) Schools of education have a practical inability to set their own standards. That responsibility is diffused among state departments of education, state accreditation agencies, local personnel officers, and others. Moreover, the proliferation of education programs discourages the raising of standards by anyone! Those schools of education which have established high standards have suffered in their enrollment, while those which have not, or have let their standards slip, have prospered. This sets up, to put it mildly, a perverse incentive with respect to setting standards.

(4) There are no institutions in most of our education systems which systematically link our schools of education with our local public schools in any way that lets either be well informed of the needs and capacities of the other.

(5) Schools of education carry a historical burden concerning role and legitimacy. They have long struggled, with only occasional success, to garner respect and prestige among the arts and sciences and more prestigious professional faculties. And, let us face it, they have had the burden of dealing primarily with occupations that are concerned with low-status individuals, namely women and children.

It is only in the past few months that the necessary analysis of schools of education has been launched, so that they may be readied to address and assist in the nation's larger educational renewal; study groups and commissions of education and policymakers are just swinging into action in many states, as well as nationally. Such extraordinary policymaking processes are, I believe, necessary. These are questions of political and programmatic development which schools of education are simply unable to deal with themselves.

Many schools of education in every state have both the desire and capacity to move on this agenda. I see an emerging consensus on the kind of teacher preparation program they must seek if they are to develop the professionalism needed to succeed in the revitalization of our schools.

In terms of the product, there are widespread calls for creating a reflective and deliberate professional—someone who knows the subject, of course, but who also knows children and who knows society, a person who seeks and uses knowledge to solve the problems that are encountered everyday in practice.

The call is for a person who has awareness of the unavoidable status of the teacher as a moral agent in the life of the child. If one is in touch with 25 to 150 children between 5 and 30 hours a week for years and years, one is, whether one likes it or not, a profound moral agent in the life of that child.

And the call, finally, is for a person who is sensitive to and skillful with the great and growing diversity of students who do and will increasingly characterize the classrooms in all of our schools.

As to the process, I believe that there is wide acknowledgement among the leadership in schools of education that the move toward a stronger core of liberal arts education is valid.

Similarly, schools of education must be able to set and enforce reasonable standards of entry, performance and graduation. They must also have a more thoroughgoing orientation to the field, deriving their sense of mission and of problems from the field, and deliberately crafting solutions for the field. Schools of education must be engaged across the university and with school systems, much more profoundly and systematically than they are today.

The process must be one that produces and uses knowledge so that teachers can, in turn, become problem solvers and knowledge bearers into the next generation.

The process must have a developmental view of the profession. We must bypass the binary view of professionalism and construct a continuum of professional development. Considering everything we think a teacher needs to know, and considering what is practically possible in the course of four years, we might conclude that we have done well to grant a young professional limited autonomy with children, just as we limit the autonomy of a medical intern with patients. In this view, autonomy is granted gradually. The bittersweet experience of the classroom is combined with continued reflection thereupon and perhaps continued formal instruction before that crystallization of wisdom which we might call full professionalism is likely to occur. We must develop such developmental notions of what it takes to be the professional to whom we entrust much of the young lives of the next generation.

And, finally, the entire process must continuously evaluate, both in terms of tests and in terms of professional judgment. Both within schools of education and in those programs carried on in collaboration with schools, we can greatly improve the means and the focus of professional judgment by which we guide those who are entering the profession.

All in all, schools of education are ready, willing, and able to get on with the task of building strong programs to produce the next generation of educators.

But a doubt persists. For the most part, our society has been down this road before. Charles Silverman, writing in 1970, said:

> Teacher education has been the object of recurrent investigation since the end of World War I. Indeed the preparation of teachers has been studied as frequently as the plight of the black man in America and with as little effect.

Indeed going back still further, to 1928, Henry Holmes, becoming the Dean of Harvard Graduate School of Education and proposing to create professional education at a high level in one of the first institutions attempting to move convincingly beyond the old normal school model of teaching, said: "America has yet to be persuaded that the training of teachers is a highly significant part of the making of the nation."

We must ask ourselves: Will it be different this time?

EFFECTIVE SCHOOLS OF EDUCATION: THE MISSING LINK IN SCHOOL REFORM

It has been nearly two years since the National Commission on Excellence issued its landmark report, *A Nation At Risk: The Imperative for Educational Reform.* Since then, the nation has witnessed a tidal wave of reports and studies assessing the quality of the nation's public elementary and secondary schools. So much so that, today, there are few sectors in our economy as vibrant as the business of generating advice on how to improve the schools. In spite of the large number of actors involved in this rapidly expanding field, nearly every panel commission and task force has reached the identical conclusion: the nation's elementary and secondary schools are in deep trouble, and, as a result, our social, political and economic liberties are in serious jeopardy. It is these very troubled schools, it is argued in these reports, that must shoulder an even larger share of the responsibility for protecting the nation from its political and military adversaries; must lead the way in the task of infusing the nation's lagging productive capacity with better trained, more efficient workers; and play a major role in helping the nation to redefine its goals, at a time of increasing racial and ethnic diversity and rapid social change. To underscore their findings and to secure attention in an increasingly crowded field, many school reviewers and evaluators, departing from the tradition of couching findings and recommendations in empty, bland language, have deployed rather unorthodox and blunt language to convey their admonitions to the American polity. Long after its recommendations have been forgotten, the following comments of The National Commission on Excellence will be remembered:

> ... the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments.
>
> If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament.

Bernard R. Gifford, Dean, Graduate School of Education, University of California, Berkeley.

The debate, stimulated by *A Nation at Risk*, continues. The concatenation of voices calling for school change and educational reform has now reached a level where it is no longer merely part of the background noise of everyday political discourse. The level of public awareness of the problems confronting education is so high that no self-respecting politician would dare remain in the political arena without the protective covering of a "comprehensive position paper" on school reform. Needless to say, after a long period of relative neglect, those involved in educaton have welcomed this new attention, even where attention has not always been accompanied by informed cogitation. More significantly, in terms of its implications for policy changes, it is clear that at least three consensus suggestions have emerged from the din of the great school debate launched by *A Nation at Risk.* I will mention these three suggestions only in passing. Instead, I will be focusing my comments on an area of concern that seems to have escaped the scrutiny of many of the recent evaluators of American education: *the need to take a hard look at the role, purpose and activities of programs of professional educational studies and, in light of their influence on the education enterprise, especially those programs based in our nation's leading research universities.* This oversight, I will argue, not only denies the polity a well-rounded picture of all of the forces that impinge on education and impede educational reform, but it also ignores a potentially effective force for change and reform. First, however, let us quickly review the three suggestions on which consensus has been reached.

More than any other problem, the one deficiency that has been recognized and addressed by all of the groups that have reviewed the schools has been the failure of state education departments and local school districts to formulate, promote and enforce clear and coherent curriculum standards. More specifically, it has been argued that the current curriculum of most school districts fails to promote and support student acquisition of skills in the area of reading, writing, speaking, listening, observing, measuring, estimating and calculating. In more concrete terms, this concern over curriculum standards has manifested itself in the form of demands that, as a prerequisite for graduation, all high school students be required to complete a minimum amount of course work in English, mathematics, science and language studies. For example, the National Commission on Excellence has recommended that every student seeking a high school diploma should be required to take four years of English, three years each of mathematics, science and social studies and a half-year course in computer science. Two years study of a foreign language is "strongly recommended" for college-bound students.

A second issue that seems to have generated widespread support is the call for the strengthening of the teaching profession through a variety of means, including: the development of more rigorous standards for selecting students entering teacher training programs; the use of examinations to test the skills and competencies of prospective teachers, *prior* to their initial employment; the introduction of differential pay scales, or salary supplements, for teachers who have demonstrated outstanding instructional leadership skills; and, last but certainly not least, the easing of the regulatory burden placed on school district officials attempting to discipline or discharge teachers who, as evidenced by objective evaluation methods, are found to be lacking required professional skills or, worse yet, to be incompetent. In addition to these reforms, all addressing the circumstances and conditions of the teaching profession, a number of study groups have also recommended that the teacher's work year be extended to eleven months, permitting school districts to require teachers to demonstrate proof of continuing professional development, through attendance at specified workshops and seminars, curriculum development projects or formal course work at the graduate level.

The third recommendation that seems to have won widespread support is the call for a new social contract between students and their teachers. This new contract would be manifested in the form of a new set of academic performance expectations and a return to a more structured and formal relationship between the student, the school, the university and the community. Recommendations in this area call upon the schools to make specific academic demands on their students, to reduce the number of student-initiated academic offerings, and to establish and enforce stricter codes of personal behavior. Additionally, calls for lengthening the school day by an hour and extending the school year by one to two months have also been made. Similarly, colleges are called upon to use their powers of influence through the establishment of more coherent entrance and exit standards. Finally, local communities are called on to rigorously monitor and evaluate student performance in the schools.

Surely, advocates of school change and reform have been correct in focusing most of their energies on the central importance of establishing a strong curriculum, the crucial role that capable teachers must play in any plan for real school improvement and the need to establish a new relationship between the student, the school and other important institutions, including colleges and universities. And who can argue with the call for more community monitoring of school performance? After all, in addition to all of their other obligations, schools are social institutions, reflecting the values and priorities of their surrounding communities. Effective monitoring efforts, especially when tempered with sensitivity to the complexity of the teaching, learning and schooling process, cannot help but result in closer and more productive relationships between the schools, their surrounding communities and the larger polity.

Nevertheless, when summed up, all of these disparate calls for change, on multiple fronts and at the same time, resemble a kind of sand castle. As macro-policy changes—in new curriculum requirements, in new student academic performance expectations, in the nature and the structure of the teaching profession, in the organization of the schools, in the relationship between schools and the larger community—are translated into a multitude of micro-policies, targeted to benefit particular student populations and designed to achieve subject-specific learning objectives, the pedagogic objectives of schooling become more expansive, more complex and more conflicting.

There remains the possibility that the gap between experience and expectation will continue to widen, in the process yielding even greater disappointment over the performance of the schools. To avoid this outcome, a careful balance between expectation and experience must be maintained, an admonition, it must be admitted, that is easier to articulate than to achieve.

The possibility that the current reformist wave, accompanied by a plethora of attendant new policy initiatives, could be swiftly followed by a policy collapse will come as no surprise to those who have studied previous cycles of school reform.

If we have learned nothing else from past waves of educational reform, especially the post-Sputnik period of school change attempts, it is this: policies produce unanticipated and unintended consequences. The more policies that are being implemented at any given moment, the greater the density of unexpected consequences. These consequences can overwhelm, or in some instances undercut, the goals of reform and improvement undergirding the original policy initiative.

Given the large "size" of many school reforms currently under consideration, the conflicting nature of some of these proposed reforms and the limited capacity of the schools to "absorb" all of the reforms that are being proposed, the likelihood that the current wave of school change efforts will end up falling victim to Wildavsky's Law of Large Solutions is a real possibility, one that cannot be casually considered, nor lightly dismissed. Consider the problems created in trying to reconcile the following policy objectives: the demand that teachers behave more professionally by assuming greater responsibility over instructional decision making with the demand that state superintendents of instruction, as well as leadership at the school district level, issue more definitive (and thus more professionally restrictive) curriculum guidelines and standards; the demand that schools become more responsive to the individual needs of pupils with diverse learning styles and, thus, unique instructional needs, with the demand that elective studies, many of them placed in the curriculum as a result of teachers attempting to respond to the needs of diverse student populations, be sharply reduced; the demand that a higher percentage of secondary school

mathematics and science courses be taught by fully qualified teachers with the demand that teacher supply-sensitive salary incentives not be utilized; the demand that schools become more efficient by narrowing their programmatic goals to the strictly pedagogic with the demand that, in light of the changes taking place in the structure of the American family, schools assume a greater responsibility for immunizing, transporting, feeding, counseling and monitoring the after-school activities of elementary and secondary school pupils.

So what is to be done? Is it possible to create a policy environment where this outcome can be avoided? I believe so. However, my belief depends on the creation of *effective* programs of professional educational studies in departments and schools of education.

My premise can be simply put. Under proper conditions and circumstances, departments and schools of education can become important agents of improvement and reform. Where they are *effective*, schools and departments of education are essential and unique bridge enterprises, repositories of critical understandings of how innovation and change take place at the school site and classroom level. In more concrete terms, this means that effective schools and departments of education can play a key role in aiding in the transformation of broad policy objectives into specific programs of instructional improvement. Moreover, effective schools and departments of education serve the larger cause of school improvement by taking a vigorous role in efforts aimed at improving the quality and status of the teaching profession.

In the university community, *effective* schools of education serve as a crucial link between those who advance scholarship through *knowledge accumulation* (the conduct of systematic research and inquiry) and those who advance learning through the conduct of systematic inquiry into the process of *knowledge transmission* from one group of learners to another. Obviously, this distinction between "knowledge creators" and "knowledge transmitters" is not to be taken too literally; the best scholars and the wisest educators are quite aware of, and most sensitive to, the mutually reinforcing relationship between knowledge creation and knowledge transmission. Nevertheless, educators do not accept the view that there is a direct relationship between the amount of knowledge an individual has acquired and his ability to effectively communicate a portion of this knowledge to novice learners. The basic aim of systematic inquiry in education (knowledge transmission) is to improve our understanding of how learning takes place and how knowledge transmission can be made more efficient.

This very argument is made by Jerome S. Bruner, in *The Relevance of Education:*

> Given the limited amount of time available for learning, there must be a due regard for saving the learner from needless learning. There must be some emphasis placed on economy of transfer and the learning of general rules. All societies ... distinguish those who are clever from those who are stupid—though few of them generalize this trait across all activities. Cleverness in a particular activity almost universally connotes strategy, economy, heuristics, highly generalized skills. A society must also place emphasis upon how one derives a course of action from what one has learned. Indeed, in an indigenous society it is almost impossible to separate what one does from what one knows. More advanced societies often have not found a way of dealing with the separation of knowledge and action—probably a result of the emphasis they place upon "telling" in their instruction. All societies must maintain interest among the young in the learning process, a minor problem when learning is in the context of life and action, but harder when it becomes more abstracted. Once these matters are in hand, a society assures that its necessary skills and procedures remain intact from one generation to the next.

If schools of education in the nation's leading universities can be said to possess one common virtue, surely that virtue is survival under duress, for few academic units have survived as borderline citizens for as long as they have. In the main, their history has paralleled the history of interest in school reform. That is, long periods of indifference, followed by short outbursts of attention and concern. In the university, this attention and concern comes in the form of academic reviews, usually emanating from quarters in the university occupied by disciplinarians from the traditional academic areas.

Close scrutiny has rarely resulted in findings favorable to schools of education. More often than not, these reviews have found schools of education to be confused about their goals and objectives and unclear in their mission. That, in response to these criticisms, many schools of education have pursued conflicting goals, further compounding the suspicions of their more orthodox colleagues in the university, tells us a great deal about the nature of the difficulties that confront these perpetually marginal enterprises.

It is impossible to understand schools of education unless one takes into account their long-standing status as victims of pervasive congenital prestige deprivation. Without prestige, faculty in schools of eduction are doomed to perpetual marginality in the university—their views, suggestions and recommendations for changes in the operation of the university destined to be filtered and diminished before being considered. Without prestige, schools of education, even those that have succeeded in formulating a coherent set of objectives, cannot function as agents of real school change and reform.

To get some sense of the disesteem reserved for schools of education, one need turn no further than to the observations of James B. Conant, one of Harvard's legendary presidents, who gained great fame during the post-Sputnik period for his careful studies of

elementary and secondary education. Conant's series of studies, including *The American High School Today* (1959), *The Child, the Parent and the State* (1959), *Slums and Suburbs: A Commentary on Schools in Metropolitan Areas* (1961), and *The Education of American Teachers* (1963), continue to be important and useful policy studies, illuminating today, as they did more than two decades ago, the path that leads us from where the nation's schools are today, to where all of us would like to see them. Nevertheless, Conant had moments when his vision was not so broad. Writing in *The Education of American Teachers*, Conant commented:

> Early in my career as a professor of chemistry, I became aware of the hostility of the members of my profession to schools or faculties of education. I shared the views of the majority of my colleagues on the faculty of arts and sciences that there was no excuse for the existence of people who sought to teach others how to teach. I felt confident that I was an excellent teacher and I had developed my skill by experience, without benefit of professors of education. I saw no reason why others could not do likewise, including those who graduated from college with honors in chemistry and who wished to teach high school. As joint author, with my former chemistry teacher, of a high school chemistry textbook, I was quite certain I knew all about the way the subject should be presented; I doubted that my understanding was shared by any professors of education. When any issues involving benefits to the graduate school of education came before the faculty of arts and sciences, I automatically voted with those who looked with contempt on the school of education.

More than two decades after Conant's candid comments on how his views were formed—absent information, cogitation, and reflection—and how these views influenced his attitudes toward Harvard's academic activities in education, Harry Judge reviewed the status of graduate schools of education located in major research universities. Judge, Director of the Department of Educational Studies at Oxford University, was commissioned by the Ford Foundation to address the question: "What is the place and role of the school of education in the research university, particularly at the graduate level, as well as in the world of educational practice itself?" In his report, *American Graduate Schools of Education: A View from Abroad*, Judge, echoing Conant's earlier remarks, noted "that schools and departments of education ... experience acute difficulty in locating themselves properly in their academic and professional spheres." Moreover, noted Judge:

> It seems unfortunate that the canard "schools of education are at the bottom of the pile and deserve to be" should be repeated so often with no serious attempt to discover precisely what the canard means. It is no great fun to work in places that are constantly sniffed at or spat upon. Moreover, the implication that the schools themselves are somehow "at fault" carries with it the suggestion that the dramatic and relevant improvements can be made, within and by those very same institutions.

Noting that schools of education suffer from congenital prestige deprivation is easier done than explaining why. However, a few widely accepted beliefs about instruction and learning do emerge: 1) teaching is a transparent act requiring minimal or no specialized training; 2) good teaching is in any case an art, born of experience and innate abilities, not a skill that can be cultivated or transmitted; 3) little is currently being discovered about processes of teaching and learning that is worth communicating, in an extended serious program of specialized studies, to those intending to become teachers and non-classroom educators; 4) any important new knowledge about teaching can reasonably be conveyed to teachers already in the classroom by the traditional means of communicating new knowledge, mainly the popular media; and 5) by their own means, teachers and other non-classroom educators are able to keep in touch with new developments in their disciplines once they have graduated from their disciplines. To these widely held, though rarely articulated, assumptions about teacher education and professional education programs could be added two more about the educational process in schools: 1) schools are well understood social structures and 2) the school change process is well understood and can be easily understood by anyone with a good mind who is prepared to invest a little time investigating the subject of education, schools and schooling.

If one accepts these all-too-popular assumptions, then universities *should* close down all educational efforts. There would be no sense in developing the learning sciences because teaching is a natural act. There would be no need for major universities to play a role in building first-rate professional schools of education where everyone is encouraged to think *systematically* about the relationship between knowledge creation, teaching (knowledge transmission) and learning (knowledge acquisition) and to conduct research designed to inform and improve educational practice.

But, what decision should be made, if one does *not* accept the all-too-popular assumptions regarding the mechanical, or linear, nature of teaching and learning? In particular, what is to be done about the status of schools of education, especially graduate schools of education in major research universities? Let us begin with the obvious: schools of education cannot heal themselves. They need prestige arbiters to announce and promote a new relationship between schools of education, the university and the larger educational community.

If my arguments regarding prestige are correct, then it follows that the idea that schools of education deserve their low esteem and ignominy in the academy is one tacit norm that must be confronted. The *first* step that university leaders and prestige arbiters must take is to deny those common assumptions about teacher education and the educational process in the schools—and *act as though* first-rate teacher training programs can make a difference—and thereby make it possible that they will.

How is this to be done? A good place to start would be for the leadership of the nation's great universities to challenge the widely held views in the university that elementary and secondary school teaching is an inferior occupation, for inferior students; that skilled teaching is an art and cannot be taught or learned; and that skillful use of knowledge is automatic, requiring little analysis and even less concern about how problem-sensitive research on teaching and learning can be improve pedagogical practice. Would it not be remarkable if the great research universities in the United States competed with each other to educate the best scholar-practitioners in education?

Second, the university's leadership should also challenge both the view that a second-rate department in a traditional discipline is, *ipso facto*, superior to any school of education and the view that the goals and objectives of major research universities preclude a real commitment to build first-rate programs in education. At the very least, this corrective action would enable schools of education to increase their level of interaction with the rest of the university community. At best, it would create a climate which would encourage the *entire* university community to become the locus for studies in education.

A third task is removal of obstacles to the promotion of experimentation in teacher training programs. Schools of education within the university are being severely handicapped by a teacher licensing and credentialing system that is archaic, stubborn and, in many instances, seriously counterproductive.

To put it more bluntly: the university must be prepared to lead school reform efforts by creating an environment where *all* faculty are encouraged to think more systematically about the relationship among knowledge creation, teaching (knowledge transmission) and learning (knowledge acquisition). Above all else the university can serve its own interest, the interests of teachers, university-bound students *and* the interests of educational administrators by developing first-rate schools of education and outstanding teacher education programs as academic units in which coherent and systematic research on the relationship between theory and educational practice is conducted, is supported and is valued.

Now I would like to make a case for building the "good" school of education. If reviews of schools of education are to become more than periodic exercises in obstacle recognition, the task of obstacle removal must begin; a new frame of reference for university involvement in education must be utilized. This new frame of reference should *begin* with the assumption that *the good school of education is uniquely positioned to link research knowledge from many disciplines with educational practice and, moreover, that infusing practice with knowledge is a desirable and necessary outcome.*

Too many students come out of high schools deficient in language and literacy skills—unable to concentrate or to sustain an extended line of thought in reading and writing, incapable of analytical and synthetic reasoning, deficient in connecting the concrete with the abstract. They cannot differentiate the personal from the impersonal and the literal from the figurative. They cannot perceive irony, ambiguity and multiple points of view; they do not recognize which social and moral perceptions are egocentric, ethnocentric, absolutist and authoritarian. Such deficiencies are not, and will not, be addressed by traditional academic departments of English. The study of literacy would have to include, at the very least, current research findings in cognitive psychology, anthropology, psycholinguistics, sociolinguistics, logic, rhetoric, general semantics, communications theory and artificial intelligence systems. The only arena where experts in these fields do come together to examine systematically the problems of literacy is in the good school of education.

A second and related issue that requires a multi-disciplinary approach is the area of civics, or citizenship education. The nation is in the middle of a tide of demographic change destined to alter fundamentally all of our conventional definitions of civic and political life. The early stages of this revolution are now being felt in the nation's public schools. In California, audited enrollment data for the 1981-82 school year show that more than one-half of the state's kindergarten through second grade population are members of a minority group: one-third of the total pupils in this grade bracket are Hispanic, approximately one-tenth are Black and nearly one-twelfth are Asian or Pacific Islanders. By academic year 1997-98, more than one-half of the state's high school seniors will be non-White.

Given these demographic shifts, the nation's polity will become either what Theodore H. White calls "a fissiparous coalition of many minorities," or we will become a society where racial, ethnic and life-style differences are valued, rather than serving as excuses for unlimited factionalism and mindless tribal political warfare. Which of these futures we will inherit depends, to a great extent, on the quality of instruction we provide to our elementary and secondary school pupils in the areas of history, civics, government and social studies. Effective citizenship in a democracy rests on a vigorous and viable system of civic education that teaches citizens-in-training to appreciate the balance between civic rights and civic obligations. The only arena where experts from the disciplines of history, political science, economics, geography, sociology, developmental psychology and instructional psychology do come together to examine the problem of providing effective citizenship education for the states' and the nation's elementary and secondary school pupils is in the good school of education.

A third example of the role that the good school of education can play is the task of developing a better understanding of the potential impact that technology will have on instruction, especially in the development of computer-based interactive intelligent tutoring systems. In this potential area of change, promises have far outstripped the realities of moving from theory to practice. Here again, schools of education are the only place in the university where scholars from diverse areas, including computer science, artificial intelligence, mathematics, instructional psychology, cognitive science and educational psychology can come together to conduct research and foster development on this issue.

In short, many of the issues faced by elementary and secondary education do not fall within the exclusive domain of single academic disciplines. Good schools of education recognize this and are organized accordingly. Good schools of education must be able to mobilize the highest intellectual skills of faculty trained in a wide range of disciplines, from computer science to anthropology, from political science to linguistics.

Discipline-oriented faculty groupings are the best means for recruiting, evaluating and encouraging high-quality research. However, practice-sensitive research is likely to have a greater impact if it is conducted by interdisciplinary research teams of discipline-oriented faculty.

Unfortunately, what is appropriate for the good school of education is not thought to be good for the great university. Neither interdisciplinary research nor practice-sensitive research is valued highly by the prevailing norms of the university. As a result, a rather perverse incentive structure has been created. Education faculty are discouraged from pursuing research that has the greatest potential for optimizing both knowledge creation *and* practice improvement, the *raison d'etre* of a professional school.

Many of the problems that have plagued schools of education and teacher education programs have been self-inflicted. Schools of education have not been as bad as their critics have claimed, but, alas, they have not been as good as they should have been.

Certainly, many schools of education have failed to define properly their role and mission as first-rate professional schools capable of creatively blending individual faculty research interests with the research needs of the professional community. Many schools of education, particularly those in major research universities, have sought to distance themselves from the contaminating world of teacher training and educational practice. Education faculties have often remained aloof from practical educational concerns. Ironically, this distancing from the professional field has resulted in criticism both by their university colleagues and by practitioners in the field—by the former as still too practical and marginal to the university's main enterprise and by the latter as engaged in work irrelevant to the needs of schools and schooling.

Second, schools of education tried to expand or to maintain enrollments in the face of declining demand for teachers, expanding career opportunities outside education for women and minorities, declining salaries and status in education and declining working conditions for educators. Moreover, many universities have long encouraged large education enrollments, even while their faculties have looked with disdain at education departments. As Gary Sykes notes,

> on campus after campus, especially in the large public universities, teacher education provides a valuable source of income for the university at large, because state funding formulas reward enrollment, while allocation formulas favor every professional school and department *but* teacher education.

Furthermore, where state institutions must accept students with varying ability and preparation levels, education departments have been looked to by other departments to provide another service: a place where poorer students could be shunted, enabling other schools and departments on campus to remain unsullied.

Many schools of education have not withstood these pressures. As a result, they have accepted students with lower scores on standardized tests and lower grade point averages than have departments in other fields in the same institutions. Widely reported figures on the relatively low test scores of those entering or stating their intention to enter school teaching and adminstrative careers have tarnished the status of all students and professors of education—regardless of the quality of education faculties' own research and teaching, the accuracy with which such national figures reflect the quality of students at individual schools of education and the relevance of standardized test scores for identifying those with greatest promise as educators.

Third, there is much mediocre work in education which has negatively affected perceptions of the overall quality of scholarship in education. Harold Howe, formerly U.S. Commissioner of Education, argues:

> ... the plethora of graduate work in education in this country has produced a vast outpouring of second- and third-class work, some in universities with otherwise high standards. This overwhelming body of mediocrity casts its shadow on the truly excellent work going forward in some places ...

Finally, lacking a central purpose, schools of education have often been fragmented and isolated collections of individuals working on specialized problems from particular perspectives. As a result, they have failed to develop coherent education programs or to make the kind of research advances that could be generated by greater collaboration and interaction.

If teaching and learning in our schools are to be improved, schools of education must also examine themselves and take steps to overcome their shortcomings. We cannot excuse our own failures—but neither can the university leadership and academic faculties use these shortcomings to justify their own inaction. Commitment to strengthening education by the university leadership and reforms within schools of education must take place together.

A final comment about the relationship between the larger university community and schools of education:

The longer we deny the mutual dependence between the university and the schools, the worse our mutual difficulties will become. Teaching is the oldest and the most important art—and yet it continues to be among the lowest valued and least appreciated of professions. Ironically, our great universities have helped to create this sorry anomaly; they now must challenge the very circumstances that they have helped to create.

SNAPSHOTS OF EDUCATIONAL EXCELLENCE

My intention today is to share with you glimpses of ideas that seem to emerge whenever I consider educational excellence. These snapshots portray people and the organizations in which they work. One question that followed me around all this morning is, "How can we pay attention to organizational priorities, rules and regulations, policies, and the statewide or national picture, and at the same time create organizational dynamics that leave room for individual people involved in education to grow to the limits of their potential?"

My first snapshot is a quote from *Blue Highways* by William Least Heat Moon. The author is having dinner with a man and woman whom he had just met at a small restaurant in southern Illinois:

> The engineer said, "I notice that you use the words work and job interchangeably. Oughten to do that. A job's what you force yourself to pay attention to for money. With work, you don't have to force yourself. There are a lot of jobs in this country, and that's good because they keep people occupied. That's why they're called occupations."
>
> The woman said, "Cal works at General Electric in Louisville. He's a metallurgical engineer."
>
> "I don't work there, I'm employed there. I'm supposed to spend my time engineering, but the job isn't so much a matter of getting something new made. It's a matter of making it look like we're getting something made. You know what my work is? You know what I pay attention to? Covering my tracks. Pretending, covering my tracks, and getting through another day. That's my work. Engineering's my job."
>
> "What I do doesn't matter. There's no future whatsoever in what I do, and I don't mean built-in obsolescence. What I do begins and stops each day. There's no convergence between what I know and what I do. And even less with what I want to know."

Contrast that man's disillusioned image of his job with these next snapshots. I asked participants at a seminar for school administrators to identify the one quality of leadership that is totally not negotiable; the one quality of successful teachers that is absolutely essential; and the one universal quality of effective schools. According to the group, leaders have flexibility, trust, sensitivity, vision, are people-oriented, serve as role models, are caring, competent, creative, full of energy, communicative, trusting, responsive, dedicated, honest, and motivated. What are essential qualities of good teachers? They are concerned, involved, accepting, understanding, enthusiastic, dedicated, skilled, flexible, empathic, motivated, and creative. Finally, excellent schools are client-responsive, spiritual, motivated, organized, have lots of team work, communication, and visionary leadership. People who attend and work at schools that embody even some of these characteristics are not likely to feel as disenfranchised as Least Heat Moon's engineer.

Contrast those qualities of educational excellence with John Goodlad's detailed snapshots from *A Place Called School*. He observes that in American schools the cards are stacked against innovation and change. Though educational goals are lofty and inclusive, teaching and curriculum are geared to the lowest common denominator. The sameness of teaching and learning from classroom to classroom is pronounced. The researchers who visited classrooms throughout the United States consistently found the teacher in control, the total class taught at once, minimal physical movement or interaction, and curricular sterility. Goodlad saw a relentlessly prosaic monochromatic tapestry in schools—shades of gray in an otherwise colorful, mosaic culture. We seem to lose sight of educational excellence and innovation as we focus on regulations and minimums.

One more snapshot provides a counterpoint to Goodlad's descriptions. Last night while I was reviewing your new publication on collaboration between Florida's universities and public schools, I was quite impressed with these statements written by Gregory Wolfe, the president of Florida International University:

> There is magic in the special student-teacher relationships; tearful and cheerful camaraderie; a sense of common purpose; ... humanize learning so that it is both serious and fun; ... teachers as extended parents; ... keep our sense of duty, sense of humor, adventure, and curiosity. In our quest for rigor we must not forget that tenderness may be as important as toughness. A key ingredient of all major scientific advances is imagination, and that comes about because of daydreaming.

When I went to work for McKinsey & Company, a worldwide management consulting firm, no one would have believed that the excellent company research we were doing would lead to a best-selling book. McKinsey funded the research because we felt we could serve our clients more effectively if we could identify the organizational factors that contribute to corporate success. McKinsey already had developed sophisticated strategic planning and analysis processes; what we needed was something similar for organizational factors.

Dr. Sue McKibbin, Research Consultant, McKinsey & Company, Inc.

Then *Business Week* published an article introducing the eight basic qualities of excellence that had emerged from the research: bias for action; autonomy and entrepreneurship; productivity through people; simple form, lean staff; hands-on, value-driven; close to the customer; stick to the knitting; and simultaneous loose-tight properties. McKinsey was inundated with phone calls after the article in *Business Week* appeared.

Based on this unexpected response, Tom Peters and Bob Waterman decided to turn their research findings into a book and became even more convinced that they had a message that needed to be told. Needless to say, none of us expected such a tidal wave of worldwide response to the book. What is it about *In Search Of Excellence* that people seem to be drawn to? The focus on people that pervades the book offers an essential balance for the rationalism that has ruled organizational thinking for most of this century. Traditional management practice has reified what is measurable, predictable, accountable, and can be molded to fit a framework. These aspects matter but are not the whole story. *In Search Of Excellence* provides the people dimension.

The "eight basics" listed earlier actually revolve around three major concepts: pay attention to people inside the organization, pay attention to people outside the organization, and organize to do those first two well.

How do you pay attention to people inside the organization? The person doing the job is the one who knows how to do it best. If there are ways to improve a job, the one who's been working at it is the one with the ideas on how it can be done.

Furthermore, the people on the job are the most valuable resource in any organization. Excellent companies treat people in ways that communicate this implicitly and explicitly every day. Employees in excellent companies are expected to do excellent work. Interestingly, once people are expected to produce exceptional results and are given the training and flexibility they need to do it, it actualiy begins to happen! It's really that simple!

Last Spring I studied a tool and die company that makes precision parts for the computer industry in the San Francisco Bay Area. There I talked with staff members, many of whom were high school dropouts. They were passionate about their work because they were succeeding beyond their wildest dreams, producing amazing results. Academic credentials didn't seem to make a difference there at all. Rather, the owner of the company knew he needed to loosen up some aspects of the company when he bought it 6 years ago. He told the staff:

> I don't know how to run a punch press. You do. If we are going to succeed, it is up to all of us—not just me. All of us are responsible for identifying ways to improve quality and productivity. I expect you to learn whatever you want to learn. Just ask, and someone will be there to teach you. If somebody wants to find out about something, take time to explain it.

The owner has a three-word management philosophy: "Go do it." He also does what Peters and Waterman call "managing by wandering around." It is not managing by decision making, monitoring, controlling, and sitting at the top of an organizational hierarchy of authority. It is managing by knowing what's going on in every nook and cranny of the company, catching people doing something right, then recognizing it and rewarding them for it.

When I visited Delta, which has 37,000 employees in their "family," I talked with people who had a unique perspective on longevity. You don't have seniority you can crow about at Delta until you have been there 26 or 27 years. The organizational culture emphasizes promotion from within, and because of that most people are happy to go the extra mile whenever it's necessary. One person said to me, "We can't let the company down. We've got to fly passengers. If we don't get home for supper, it's not a major problem." Delta is a huge extended family that provides the security and the autonomy that enable people to do their work the best way they can.

An organization cannot allow the amount of individual autonomy and concomitant experimentation we see in excellent companies unless its leaders are willing to relinquish some degree of control. People at all levels in the organization need room to experiment with ways to be more effective on the job. Challenging the status quo is expected; rocking the boat is not punished.

Innovation occurs most comfortably in environments where failures resulting from experimentation are considered as much a part of the innovative process as successes. In excellent companies, failure is an acceptable byproduct of experimentation because projects are broken down into numerous small, incremental pieces that don't require risking millions of dollars on one option.

Let me give you a couple of examples. A few months ago I met a man from Boeing and asked him, "I've heard that the 767 flew the first time with no bugs in it. Is that true? How is it possible? How could you build a brand new airplane that is flawless the first time out?" He answered that indeed, that had happened, saying.

> We look at it this way. The 767 is made of five million parts, so we had 5 million experiments to run. We also knew the only way that we could perfect each part was to try to improve it as much as we could, then put it on a plane that was flying to see if it worked. If it didn't, we continued to experiment. Finally we could put two parts together and then four parts together. Each small experiment grew incrementally into systems, which were tested on planes each step of the way. When the 767 was finally put together, it flew with no bugs.

Are there parallels to this in education? Teaching students is probably not much more complicated than trying to build an airplane. What matters is the way you approach the job at hand. If we educators choose to look at our task from the overburdening perspective of developing a brand new airplane rather than doing 5 million smaller experiments, the chances for big failures are far greater. But if we perceive our work in terms of 5 million different opportunities to improve

what we're doing, each one building on the other to create successful student learning, we create opportunities for small wins every day.

Here's the second example. When Jan Carlson took over Scandinavian Airlines, he recognized that the company's financial setbacks were rooted in one problem. They had forgotten the importance of service to the customer. So he began to reinforce his unilateral vision of customer service, stating,

> We are here to fly passengers, get them where they want to go on time, and make this trip as pleasant as possible. How are we going to do this? We could set up huge systems to organize it all. That might work. Or we could take a simpler approach and recognize that customer service exists because people care about people. We fly 10 million people every year and have an average of five contacts with each one. That means that we have 50 million chances to serve our passengers; 50 million changes to get it right; 50 million opportunities to keep getting better and better. And the only way we can accomplish this is to recognize that those 50 million customer contacts are handled by individual staff members. Every single person here, from the agent at the ticket counter to the baggage handler, the flight attendants, and the pilot, is in a position to serve each of our customers. We have 50 million chances to succeed, and if we do that, we will succeed.

As a matter of fact, they did.

Corporate excellence occurs when the customer is perceived as a person who comes in contact with the company's employees. Listening to and helping people is one of the major sources of the quality, service, and reliability that typify excellent companies. Organizations, whether they are corporations or schools, simply can't afford not to listen to the people who are paying for their products and services. Taxpayers are paying with their dollars, and students are paying with their time.

Proctor & Gamble has an 800 number through which they receive a quarter of a million telephone calls every year. The 800 number is a hot-line providing the company with feedback from customers: complaints and suggestions for improving existing products and good ideas about new products they might want to develop. Many of McDonald's new product ideas did not come from their R&D department. Instead, they came from customers waiting for their Big Macs and saying, "You know, you ought to have chicken on the menu," or "If you served breakfast, I could stop by on my way to work in the morning." Rather than forgetting about it, the salesclerk at the cash register relays the idea to the manager and the manager calls McDonald's head office to put the idea into the pipeline. Good ideas from customers and staff don't get lost in the shuffle.

A typical response I get when I tell these stories to educators is, We can't do that! First of all, catering to everyone's whim would make us even more fragmented than we already are. As it is, we've got too many special interest groups out there demanding our time and attention. We spent so much money trying to cater to different factions that we seem to be eroding basic education. In addition, we have so many constituencies—students, parents, the community, the state legislature, the federal government. The whole notion of customers is so complex, things could easily get out of control.

My response is that one of the major reasons we are in trouble right now in education is that we believed for too long that it was neither necessary nor appropriate to listen to our customers. If people are telling you they want educational programs you don't agree with, you need to open communication with them so that eventually they can start telling you what you do want to hear. If people are saying that schools are not successful and you know they are, then it is incumbent upon you to communicate otherwise. Advertise and celebrate your successes.

There has been a lack of connection between educators and the people they serve because it didn't seem necessary. Even though educational funding has never been abundant, it was always there whether or not we stayed close to the customer. The minute we lose those connections, we are losing our long range potential to have a good solid constituency behind us—our customer base.

I am including students here, too. If students are attending classes they don't want to be in, we have two choices: either let them take classes they do want to attend, or make sure that we make required classes so valuable and interesting that students would enroll in them even if they didn't have to. We simply cannot afford to establish minimal competency standards and course requirements because we think they are "good for the students," and then have classes filled with people who would rather be doing something else. If they'd rather be doing something else, they are probably not learning as much as they could.

Now let's look at the handout on The Untrapped Mind. You will see that the left hand side of the page represents the 95 percent of the time Boyer says educators spend on regulation. It is tight, goal-driven, targeted, stable, control-oriented, and focused on minimums. Here teaching is a craft and, as Boyer said, this side is filled with regulations that can potentially suffocate teachers.

Now I am not saying that the left side is wrong. It is legitimate, but we need to keep it in perspective. The right side can do this. It provides the balance, the sources of renewal. This is the side of looseness, goal-free action, universality, change, creativity, and empowering maximums. The right side views teaching as an art.

THE DUALITIES OF "SUNAO"
THE UNTRAPPED MIND

TIGHT Assumes stability	**LOOSE** Assumes flexibility
GOAL-ORIENTED Assumes predictability	**GOAL-FREE** Assumes spontaneity
TARGETED Assumes specificity	**UNIVERSAL** Assumes generality
STABLE Assumes certainty	**CHANGING** Assumes ambiguity
SYSTEMATIC Assumes reason	**CREATIVE** Assumes intuition
CONTROLLING Assumes submission	**EMPOWERING** Assumes responsibility
MINIMUMS Assume scarcity	**MAXIMUMS** Assume abundance

Organizations that can maintain a dynamic equilibrium between stability and flexibility, certainty and change, tradition and innovation, will be the most effective. Both sides are crucial. It is not a question of emphasizing one side at the expense of the other. We simply can't afford to go all one way or the other.

The challenge for you is to remain aware of your thoughts and your actions and your assumptions so that you can contribute to that balance. The only way we can improve educational opportunities is if each of us individually takes responsibility for doing at least one thing a little bit differently, a little bit better, every day, and on both sides of the tight/loose continuum. We also need to encourage others to do the same and reward them when they do. It all starts with individual people taking personal responsibility for moving toward educational excellence. I know you are ready to do that.

CHALLENGES FOR THE FUTURE OF COLLEGES OF EDUCATION

All is not well! For a year there has been an unceasing onslaught on public education in America. A plethora of reform reports have challenged many of the basic assumptions upon which schooling is based. In the reports there are a number of common themes:

- *time is a critical element and must be used more efficiently*
- the *school curriculum* must be more tough-minded and rigorous
- materials used in schooling must be *more challenging*
- adults, community leaders and school boards must *reassert their primacy* in the schooling process
- *responsibilities* of various levels of government for education need more careful delineation
- schools need to be more *rule directed* with the principal assuming greater responsibility

In contrast to the reform efforts of a decade ago, when we sought *teacher-proof* curricula and materials, the majority of the current two dozen reform reports place emphasis upon the *teacher* as the critical element in achieving quality schools and raise a series of questions: How do we restructure school staffing? How can we differentiate among various school staff? How can we team teachers? How do we build more adequate support systems for practicing teachers? How can we attract more and better candidates into teaching? How does the public assure itself that beginning teachers are well educated and "safe" to place with children and adolescents?

What should be the expectations regarding recertification? In short, reform reports cause many to seriously look at the role and quality of teaching in America.

As the public carries on this analysis, attention soon shifts from teaching to teacher education:

- what about the quality of teacher education programs?
- what about the quality of candidates (are they really from the bottom quartile of the college-going population)?
- should programs emphasize the practical or theoretical, the technical or reflective, thinking skills or learning styles?
- how can the discontinuities between the arts and sciences and teacher education be overcome?
- should emphasis be on the immediate or the long-term needs of classroom personnel?
- how can the existing knowledge base be used? How can emphasis be given to the expansion of that knowledge base that is providing us so much on cognition, learning styles, the needs of exceptional learners and the impact of environment?
- can campus based programs provide adequate preparation or should we shift to school based programs?

With this litany of questions there are also some more fundamental concerns about pedagogy—What is it? What is its importance? Is it necessary?

I urge those who raise such questions to recognize that *the single most important strategy* to effect changes in our schools and to improve the quality of schooling in America is teacher education; excellent teacher education offers *the* way to achieve excellent education. A premise of my work is that excellence breeds excellence and mediocrity spawns mediocrity. Without a commitment to the former we run the risk of insuring the latter—a risk this society cannot afford to take! Let me expand on this theme because I believe it is too often overlooked as a reform strategy.

Each of the major reports addresses teacher education. Boyer, Goodlad, and Sizer promote the value of teacher education and make fundamentally different recommendations.

Sizer sees it as "almost wholly school based," heavily apprentice-oriented in which "one learns to teach by coaching" and draws significant comparisons between learning to write and learning to teach.

Boyer calls for improvements that would move teacher education to the post-baccalaureate level where students would focus on schooling in America, learning theory, the teaching of writing and technology and its uses—interspersed with classroom observation and teaching experiences.

Finally, Goodlad suggests the need for "radical breakthroughs" to help candidates separate their professional learnings "from the primitive or outworn techniques" of their own teachers—and calls for a reform of general or liberal studies programs, the team teaching of subjects in the academic major and a two-year program of professional and clinical studies prior to a residency.

Given the need to examine programs and their possibilities, a group of professionals recently spent nearly two years looking at the expectations that parents and others should hold for beginning teachers. Among the assertions of AACTE's *Profile of Excellence for a Beginning Teacher are:*

- that parents and others interested in the education of children are entitled to professionally prepared teachers who:

David G. Imig, Executive Director, American Association of Colleges of Teacher Education.

—are safe to place in schools,

—care and are committed to the education of children,

—are able to diagnose and prescribe in the context of each child's individual differences,

—are as knowledgeable of an academic field as those who complete an arts and science program,

—are able to effectively communicate with children, parents, lay citizens, and policy and decision makers,

—value the dignity and rights of every child, and

—are thoroughly grounded in the knowledge base undergirding teacher education.

- that teachers require intensive preparation in a contextual framework within which they can develop diagnostic and planning skills.
- that the development of a broad repertoire of teaching behaviors and skills must be a major focus of teacher education, incorporating both theoretical and experiential components.

To reinforce these propositions I would like to read from a letter written by a former secondary school teacher who now teaches at the University of Florida.

> I began teaching English at the 10th-grade level in 1967 in a large suburban high school, having graduated from a liberal arts college without benefit of a teacher education program. My students became victims of my lack of training as a teacher.
>
> I wish I could report that I quickly realized significant numbers of students in my classes could not read well enough to cope with their assignments, but it didn't happen that way. Since I had no training in classroom diagnosis, it was a long time before I recognized the nature of their academic problems. In the meantime, students bore the brunt of my unreasonable demands and constant frustration.
>
> It never occurred to me, in those early years, to consult students' records for test data. I considered a student's file to be private—none of my business, really. In this and in other ways, I didn't approach the task of teaching as a teacher because, in fact, I wasn't. I was someone in off the street, hired to do a professional's job. Even if I had known enough to consult permanent records for test scores, I wouldn't have been able to interpret what was there, having had no background in educational tests and measurements.
>
> Once I did realize that a large number of my 10th-grade pupils read like third and fourth graders, and many had not learned how to write a coherent paragraph—some not even a good sentence—I was at a complete loss in knowing how to help such students. Nothing in my background as an English major prepared me to develop another person's academic abilities. And there were problems at the other extreme; I had some very capable students who needed to be challenged. How to go about that was a mystery. Most disturbing were those students who could do the work, but wouldn't. How to motivate unwilling students was another mystery—I thought everyone enjoyed learning as I did.
>
> Academics was only one area of difficulty. the first time a student stood up in the middle of a class and told me to go to hell, I felt as though I was already there. I didn't know how to go about helping the student cope with the hostility he was feeling; didn't know how to protect myself from losing face with the other students; and, worst of all, didn't know how such outbursts could be avoided in the future. The day a student had an epileptic seizure in class I was left more shaken than the student. It was my first experience with epilepsy; I had never even heard of the disease before, and didn't understand what I was witnessing. Without any training in how to respond to medical emergencies, I was as panic stricken as the students. To place responsibility for 30 youngsters, whether seven or 17 years of age, in the hands of an untrained adult is irresponsible and borders on immoral.
>
> In September of my second year, when I learned that a student I taught in my first year had put a gun to her head and shot herself, I was shocked, but not surprised. Looking back, I could see that she did behave differently from most of the other students. She was so hungry for friends. At the time she was a student in my fifth-period class, the behaviour she exhibited was not as it should have been. Without training in adolescent psychology, human relations, or counseling, I had no orientation to notice students' personal problems and to act on them. I saw myself as a dedicated teacher of English. English was, after all, my college major. I didn't realize that I was a teacher of students first.
>
> After a few painful years in the classroom, my rating at the time of tenure was the highest possible; excellent. But I knew in my heart that I wasn't doing a good job—wasn't reaching a number of students year after year. In desperation, I enrolled in a master's degree program in the teaching of reading at a local state teachers' college.

Still the debate rages on with some of the harshest criticism coming from within the community. Those within schools of education too often talk as if teacher education is "rotten to the core" and those that speak up to suggest that strength or quality does exist are charged with being "defensive" (perhaps the worst of expletives in an era of overused denunciation). On the other hand, it is interesting that almost every person I talk to makes a few exceptions—Myron Atkin suggests that there may be as many as two dozen quality places; another group of seventeen institutions has announced than they are "flagship institutions" and will set stand-

ards to be emulated by other schools of education; and almost everyone believes their own program merits consideration as a quality SOE. However, it is all too common for big schools to point to little schools and say they lack a "critical mass" of faculty or students while small schools charge big school programs as lacking "coherence" in their program and showing indifference to their students. Researchers condemn teacher education programs—often the very ones that generate the student revenues for them to carry on their research—because they fail to make use of the knowledge base, while doctoral level institutions denigrate masters and baccalaureate level institutions—which employ *their* graduates—for the lack of rigor or reality or scholarship. The publics attack the privates and the private schools denounce the publics. The predominantly white SOEs criticize the historically black ones because of the low success of their graduates on the NTE, while the black schools denigrate white schools for their indifference and disregard.

It is imperative that we stop this bickering and get on with the task. Maintaining a community of interests is particularly important because I believe we are in the midst of one of the most significant debates in the history of our profession—and it has to do with teacher education—its purposes, goals and curricula; whether it is a discipline or a professional field of study; whether it can be based upon a solid knowledge base or whether it is something to be incidentally procurred apprentice-fashion on the job; where it should take place and the values upon which it should be premised but—and most important—today the debate centers on who shall control teacher education—the academy, the profession or the state.

America's century old experiment with collegiate based teacher education seems on the verge of a serious transformation stimulated by the immense loss of confidence by the public in the ability or willingness of schools, colleges and departments of education (SCDEs) to insist upon quality in those they recommend to teach and the frustration of practitioners in dealing with teaching and learning. Academic leaders, media types, state and federal officials and teacher leaders give impetus to this movement—as does added competition for scarce resources among a rising number of academic programs on the campus and political constituencies in the society. In this climate, detractors issue tomes, Congressional committees hear testimony, state legislatures appoint study commissions, governors propose alternative certification routes, teacher organizations release reports, and national and regional agencies and associations make recommendations.

Within the series of such reports and policy recommendations an important distinction needs to be drawn between those that propose strategies *to better control teacher education (and teachers) and those that recommend ways to better the training of teachers and the conditions of practice for teachers.* This is an important distinction.

On the one hand we see few efforts to improve the capacity of teacher educators and the capability of teacher education programs to prepare effective beginning teachers. On the other hand we see many attempts to exert further controls, impose more restrictions and mandate additional changes that potentially will change significantly how we go about preparing teachers, including who is to do teacher education.

In contrast to the "roadmap" drawn by early advocates for change, the changes that have occurred and are occurring have been largely dictated as the result of political pressure by state education agencies, state boards of education and state legislatures.

A recent survey of leaders of schools of education identifying current forces affecting changes in program and certification views teacher educators and the teacher organizations as having far less influence than the state education agencies. The growth of state controls has been enormous and is likely to expand in light of New Federalism, the absence of mitigating authority at the national or federal level and the dispersal of power among a host of competing teaching and teacher education organizations.

To date many of the initiatives of the state have been limited because those efforts have attempted to reform teacher education by meddling in this or that aspect of a rather complex system rather than dealing with the teacher education system as a whole. The reforms that result from mandates to add a course or use SAT or ACT test scores for admission to teacher education, to require a basic skills preprofessional testing program for sophomores or an extended student teaching experience represent piecemeal approaches to reform—may do irreparable harm to the system while alleviating this or that particular problem. It is imperative that as the intervenors begin their efforts they consider the professional development system and have a conception of teacher education as a lifelong continuous process that begins with admission to a school of education and concludes only upon retirement from the practicing profession. The present economic and political climate dictate that considerable care be used in reforming the teacher education system—that careful thought and planning be brought to bear upon the diverse problems that confront the entire system of teacher education.

My hope for all of our member institutions is that you will refute the assumptions upon which many of the current reform reports are based and find ways to better the training of teachers.

My message to those who will listen is that teachers and teacher educators are serious in their own efforts to transform teacher education. Were we in charge of our destiny, we would accomplish great change. Instead, our efforts are retarded. A host of conditions over the past twenty years have limited the ability of SCDEs to respond.

No other professional school—with the possible exception of business schools—has experienced the magnitude of change realized by schools, colleges and departments of education during the past twenty years.

One of the recent initiatives has been renewed debate about the appropriateness of teacher education as a post-baccalaureate program housed in a professional school. The "professionalization" of education and the role and relationship of teacher training to that profession has been a parallel and dominant theme as has the amount of "say" teachers and others ought to have in the development and conduct of programs. Other themes have centered on the adequacy and/or availability of time to prepare teachers ("life space"), the locus of preparation (school-site or campus), the content emphasis of pedagogy (technical to analytic) and the use of research findings (*the* knowledge base) in the content and substance of the program.

It has been twenty years of change:

- enrollments first expanded and then contracted by almost half as the demand for new teachers was eroded with university administrators down sizing programs to respond to announced teacher surpluses
- the quality of the applicant pool—as measured by various standardized tests—declined precipitously as high quality women and minorities responded to new employment opportunities
- the demands of relevance and the trend toward "vocationalism" caused programs to expand the array, variety and extent of field or clinical experiences
- the number of programs being offered grew in number (despite the total decline in enrollment) indicating a widely-held perception that teacher education, even when underfunded, could be a "revenue producer" for the college or university
- the definition of mission for schools of education became a point of contention as selected schools explored the human services and their potential for attracting their underemployed graduates.
- the federally imposed concepts of multiculturalism, bilingualism and mainstreaming (or exceptionality) dictated responses by schools of education that were often far reaching in design and structure
- the enrollment decline at the undergraduate level resulted in the aggressive marketing of inservice programs to the point of saturation and the beginning of enrollment reductions, now, in graduate level programs
- the growth in both the magnitude and quality of research findings produced continuing pressures on faculty and programs to incorporate or, at the very least, to be aware of such scholarship

These eight changes were accompanied by a slow but pervasive curriculum change. The 1970s began with the confidence that Competency-Based Teacher Education was the way for many teacher educators to educate their candidates that large scale interventions based on tightly planned and controlled systems analysis of school practice could dramatically transform teacher education. Fifteen years later a far more eclectic perspective on the curriculum is being advocated with much more program diversity and often little coherence. If one takes a course on learning or on development the content, focus and readings change depending on who the professor is that teaches the course. New Jersey's Commissioner of Education has made much of this apparent proliferation of courses, experiences and programs. Too few people are aware of the fact that the basic program structure of teacher education, the so-called professional quadrivium has not changed appreciably in the past hundred years. What has changed are the demands placed on teachers and the incremental growth in the knowledge base. Today there is insufficient time in that curriculum, given the tremendous additions to the expectations held for practicing teachers. These conditions must change.

Two decades ago there was the infusion of much new federal support for teacher education—with the enactment of EPDA—and much hope for the revitalization of programs offered by colleges and universities. Today the hope remains, while the incentives provided through TTT, LTIs, Teacher Corps, and teacher centers have largely disappeared.

Those types of incentives have been replaced by mandates, requirements and requisites imposed by state agencies on programs and candidates, resulting in process changes in the total collegiate program. In the name of accountability, states have imposed curricula, established entrance and exit criteria and even subjected faculty credentials in some states to state approval guidelines. At the same time, the efforts of the teacher organizations to establish tightly teacher controlled professional standards and practices boards with authority for program approval and certification have added to the problem. The shift in governance, autonomy and responsibility has blurred lines of authority for teacher education and raised questions regarding the appropriateness of such interventions.

As serious as these problems may appear and as aggressive as state government has become I believe it is imperative that the profession—teacher educators and teachers—take on the task of transforming programs that prepare and serve teachers. Instead of denigrating the quality and efforts of others let the community come together—to both celebrate our accomplishments (and there have been many) and to correct our deficiencies. Let us take on the task of building excellent programs of teacher preparation.

Today teacher education remains caught in the impasse that has preoccupied us since the 1920s with advocates, on the one hand, who stress the *technical*, i.e., the rules, prescriptions, practical solutions for carrying on specific tasks in the classroom while on the other hand, there are those who stress the analytic, preparing educators who are reflective, autonomous problem solvers who understand the importance of value questions and emphasize thinking skills, critical thinking and reasoning and logic. Unfortunately, there is *no shared view* of the curriculum for teacher education. I believe the challenge is to build *excellent* programs that emphasize both practical procedures and professional responsibilities; the focus on the technical and the analytic; and I don't think this is far

different from the admonitions of Boyer and Sizer and Goodlad.

Let me suggest that one way of beginning this process is by gaining agreement on a definition of quality for the teacher education unit (i.e., the administrative structure of an institution of higher education directly responsible for policy and implementation of professional education programs). In arriving at my definition I have drawn from the literature of those who have described successful and quality liberal arts colleges.

I believe that schools, colleges and departments of education that will adapt successfully and effectively to the demands for quality and accountability are those which exhibit the following characteristics:

- accurately and reflectively are aware of themselves, believe that they can make a difference, have widely shared aims and purposes and know their accomplishments and problems (including a keen awareness of the successes and failures of their graduates)
- bring together an empathic faculty able to collaborate, engage in collegial inquiry and experimentation, and bridge departmental or division differences
- possess internal coherence in their programs and strong connections with both the arts and sciences and the "world of practice"—with the integration of means and ends *(if the goal is to produce autonomous self-reliant teachers then the program is fashioned to help candidates become autonomous learners)*
- reside in a caring and scholarly institution in which students like and value the program—for whom there are high expectations and where they are exposed to provocative and challenging ideas.
- possess resilient characteristics with adequate resource availability and a productive working environment
- are autonomously distinctive
- possess strong, creative and imaginative leadership that frames goals and objectives, sets standards of performance and engages in both operational and strategic planning

A common theme in the various "reform" reports is that the quality of the teaching force has declined precipitously during the past few years. Citation after citation can be offered to show that the quality of the applicant pool has declined—that schools of education have been lax in "screening out" the unqualified—and that many recent graduates are barely literate. Weaver, Schlecty and Feistritzer are only three who have used high school junior scores on standardized tests to reach this conclusion—ignoring a considerable amount of evidence that suggests the median of the applicant pool has not changed appreciably over the past three decades—that we draw a cross section of the entire university population and that screening devices have eliminated the bottom quartile and new opportunities have diverted the top quartile to other professions. Unfortunately, the public has come to assume that only the poorest of candidates select teacher education—and that the teachers we have produced can't write, spell, compute or read!

So now it has become fashionable to erect all sorts of barriers—to establish screens prior to admission, at the point of entry to teacher education, before and after student teaching, at the point of exit from the program and now during the first or "probationary" year. To carry this further, public officials are now viewing the teaching license as a driver's license or credit card and proposing reissuance only upon the successful passage of a test every three or five years.

Only eight states at the present time do not have in place competency assessment measures and are not preparing for their implementation or setting new admission standards.

This has had a particularly devasting impact upon the entry of minority candidates into the profession. Through the use of such screens, states in the southeast are excluding significant numbers from the teaching force. According to SREB, Louisiana certified 2,800 teachers in 1981; the two largest predominantly black institutions produced less teachers in 1981, only 200 were black. The profession needs to give serious consideration to this issue and to the larger policy issues of minority representation in the teaching force.

It is equally important to recognize that the screens being imposed are driving numerous students away from teacher education. While it is absolutely necessary that we use screens and hurdles to eliminate unqualified candidates—it is essential that we identify and establish incentives to attract bright, caring and schooled candidates into teacher education. This is particularly true for minority candidates. Today, the minority enrollment of students in school is 26.7 percent, while the percentage of minority teachers is only 12.5 percent. With a declining number of minority candidates in teacher education we are on the verge of a major policy problem. No one advocates anything less than quality criteria for admission, but let us recognize that we are losing significant numbers of minority candidates to other academic fields and professional endeavors.

We are on the threshold of a major teacher shortage brought on by: (a) declining enrollment in teacher education programs; (b) the "echo baby boom" children reaching school age; (c) the simultaneous flight or retirement from teaching of scores of teachers who were hired in the late 1950s to accommodate the post WWII "baby boom;" (d) changes in employment opportunities for women and minorities in other fields; (e) increasing number of female teachers who are heads of families (and, necessarily, must move out of teaching to secure sufficient salaries) and the inability of both male and female teachers alike to survive as heads of households on their salaries without moonlighting.

While there is some uncertainty regarding the potential impact of the residual pool or reserve pool of trained but unplaced teachers on this shortage, the most recent *Condition of Education* indicates that supply will fall short of demand nationally by twenty-five percent in the late 1980s. The age group from which teachers traditionally are drawn will decrease by 25% during the coming decade, forcing teacher education to compete with other programs and opportunities for potential applicants. Student preferences for teacher education have fallen significantly and are likely to continue to fall. Less than five percent of last Fall's college going population indicated a preference for teacher education —down almost 35% from a decade earlier.

For us to attract sufficient numbers of candidates a number of interventions must be made. To have others provide incentives will not be easy—while many of us concluded long ago that raising beginning teacher salaries would broaden the pool of qualified teaching candidates—others have initiated policy studies to show that teacher aspirants aren't influenced by wage expectations. Such studies reinforce the efforts of those reformers who say that money isn't needed to transform the schools.

In order to address this agenda to build quality programs. I have been advocating an eight step agenda for action. As a first step—I believe we must be able to demonstrate that we are maintaining:

- *Screens at Admission*—creating and maintaining rigorous admission standards—using basic skills tests and other similar measures—followed by continuous assessment efforts throughout the program;
- *Coherence in Program Offerings*—gaining faculty agreement on program emphasis and informing candidates of the skills, attitudes and knowledge they will be expected to master—and designing programs so they have interlocking elements from course to course and unit to unit.
- *A Strong Clinical Component*—building strong ties to the world of practice—maintaining the extensive time now spent in schools but broadening the range of such experiences;
- *An Emphasis upon Computer Literacy*—creating opportunities for candidates to understand and use technologies of learning;
- *An Emphasis upon the Knowledge Base*—basing more of our programs on the findings of Edmunds and Little, on Berliner and Brophy, on Soar and Stallings and the array of other researchers who are doing important research.
- *Programs Based on the Development of a Repertoire of Teaching Strategies*—using the generic teaching skills identified in *Profiles of a Beginning Teacher* and fashioning programs that stress the technical and the analytic;
- *Solid but Realistic Exit Criteria*—using competency exams to measure both subject matter and pedagogical achievement
- *A Bridge Between Preparation and Practice*—following up recent graduates knowing their successes and failures, helping bridge the gap between preparation and practice through internships.

Even with these eight program modifications I think we are likely to experience additional pressures and interventions:

- the current preoccupation with issues of quality *will* lead to further efforts by many to intervene in both general and professional education—experimenting with new structures, patterns and programs; new screens and hurdles; and new course mandates
- the significance of demographics and ethnic shifts in our society will place new emphasis upon foundational studies on the premises and assumptions of schooling in a democratic society but taught by liberal arts and social science professors. Issues of transitional bilingualism and multicultural or cultural pluralism along with elements of global awareness will receive renewed attention. Legal and ethical questions and policy and program decisions that have application to teaching and learning situations will serve as the focus of such efforts;
- the emphasis upon integration of experiences and courses in the initial preparation program—culminating in competency examinations—will lead to the setting of goals and objectives that extend beyond individual faculty judgments and prerogatives and, instead, represent broad institutional agreements on teacher preparation—ending both the proliferation of mission and the fragmentation of role that characterizes many SCDEs;
- the integration of theory and practice will also lead to renewed emphasis upon "clinical pedagogy"—"early entry experiences"—and "internships" paralleling the recommendations of B.O. Smith's *A Design for a School of Pedagogy* with continuing experimentation with "school based" teacher education and increasing calls for alternatives to collegiate preparation;
- the *magnitude* of attention by the "significant publics" will cause the majority of preparation programs to become more standardized in terms of their focus, program and structure with renewed interest in competencies and the reduction of courses; conceivably this will result in the significant individualization of program preparation and end the enormous diversity of programs thereby renewing talk of a national curriculum in teacher education;

I believe that the most important challenge is not to use the forthcoming teacher shortage as a rationale for going too slow on standards, new quality control procedures and needed improvements in schools and colleges of education. The task before the profession is to celebrate our accomplishments but also to carefully consider those challenges that confront young people in

the future and then plan with care programs that will prepare teachers to staff revitalized and rigorous schools:

- not a preoccupation with screens and hurdles but the design and implementation of ways to promote teacher education
- not an acceptance of the fact that young men and women of intelligence, spirit, capacity for leadership and devotion to learning will bypass teaching but the establishment of merit based fellowship-scholarship programs and the expansion of the forgiveness provisions contained in existing and proposed student loan programs with appropriate bonding arrangements to draw them into teacher education
- not the waiver of existing certification requirements but the elimination of emergency certificates and a resistance to proposals to bypass professional education
- not a toleration of low quality programs and the absence of standards but the enhancement of teacher education programs through significant reliance on national accreditation procedures
- not an emulation of the disciplines and a plea for status but an affirmation of the unique character and purposes of our charge
- not a rejection of the rest of the academy or an obsession with professional status to the exclusion of educating young men and women for a multiplicity of roles in highly dynamic society
- not a rejection of educational knowledge and research in our efforts to build a clinical base for teacher education but rather a reaffirmation of the need for the integration of research findings and experiential learnings into our programs
- not being satisfied with the "life space" provided for teacher education within the academy but a genuine and serious commitment to extend that space to fit both our knowledge base and our experiential commitments:
- not a mindless pursuit of accommodation with others at any cost but serious attention to establishing a dialogue with other constituencies which share our concerns.

Next we need great leadership on the part of all those charged with responsibility for our enterprise.

I believe we must move forward.

To stay the same is impossible.

To strive to emulate others is to step backward.

To reaffirm the intrinsic importance of teacher education—to balance advocacy with inquiry—to tie together practice with research—to recommit ourselves to the traditional imperatives of our mission—and to move forward in shaping new and dynamic programs to prepare teachers for the nation is our task.

ABOUT THE FLORIDA INSTITUTE OF EDUCATION

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